

# Psychological Abstracts

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## NOTICE

Because of priorities in printing, slowness of mail, and other delays incident to the war effort, it may be somewhat difficult to distribute the *Psychological Abstracts* on the first of the month according to schedule. While every effort will be made to maintain the schedule, subscribers are asked to be patient in the face of the delays that may occur from time to time.

# Psychological Abstracts

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## GENERAL

(incl. Statistics)

740. A., O. B. Claparède. *Bol. Educ. fis., Santiago de Chile*, 1940, 7, 1-2.—Obituary, portrait.—H. D. Spoerl (American International College).

741. Alarco, L. F., Blumenfeld, W., Guerra, L. A., Pretto, J. C., & Simon, M. [Eds.] *Boletín del Instituto Psicopedagógico Nacional*. Lima: Instituto Psicopedagógico Nacional, Apartado 636. Vol. 1, No. 1, 1942.

742. [Anon.] Rudolf Pintner. *J. consult. Psychol.*, 1942, 6, 277.—Portrait.—S. G. Dulsky (Rochester, N. Y.).

743. Boring, E. G., Bryan, A. I., Doll, E. A., Elliott, R. M., Hilgard, E. R., Stone, C. P., & Yerkes, R. M. *Psychology as science and profession*. *Psychol. Bull.*, 1942, 39, 761-772.—This is a supplement to the first report of the subcommittee on Survey and Planning for Psychology, of the Emergency Committee in Psychology, National Research Council (see 17: 368). It presents further evidence of the needs of the profession and points to a possibility of satisfying some of them by the establishment of a national service agency. The enumerated needs are: placement of psychologists, public relations consisting of official spokesmen, publicity through bulletins, pamphlets and magazines, centralization of journals, regulation of professional contact, and protection of the profession against fraudulent practices and abuses of the name psychologist. The nature of various promotional organizations in other professions is reviewed. The arguments for the adaptive transformation of the APA and for a new service organization are discussed. Suggested details of operation of such an organization are presented, as well as the procedure preparatory to decision and action on this matter in the future.—F. McKinney (Missouri).

744. Britt, S. H. *The Office of Psychological Personnel, report for the first six months*. *Psychol. Bull.*, 1942, 39, 773-793.—The article discusses the background out of which this office grew, the details of its establishment, and its relationship with the various federal military and civil agencies and with the National Roster of Scientific and Specialized Personnel. The author lists the 57 requests for psychologists which came to the office. The other activities of the office which are described are: the "Psychology and the war" section of the *Psychol. Bull.*, the sponsorship of the organization of social psychologists employed by the federal government, speeches by the executive director of the office, and such miscellaneous activities as correspondence,

registration, and personal visits.—F. McKinney (Missouri).

745. Cattell, J. [Ed.] *Directory of American scholars; a biographical directory*. Lancaster, Pa.: Science Press, 1942. Pp. 928. \$10.00.

746. Failor, C. W. *Directory of membership, National Vocational Guidance Association*. *Occupations*, 1942, 21, 299-354.—G. S. Speer (Central YMCA College).

747. Guyer, M. F. *Speaking of man; a biologist looks at man*. New York: Harper, 1942. Pp. 321. \$3.50.—The areas covered are indicated by the sections: biology and the happy life, science and its critics, man's place in nature, the rise of intelligent behavior, managing our minds, the endocrine control of the body, sex, democracy as a biological problem, the educated failure, and man's search for the ideal.—E. Girden (Brooklyn).

748. Henry, F. *An electronic apparatus for testing fatigue by the visual flicker method*. *J. exp. Psychol.*, 1942, 31, 538-543.—Specifications are given for the construction of an apparatus that is suitable for determining critical flicker and fusion frequency. It is assembled from standard radio parts and has the advantages of silent operation, direct reading, and portability. How the apparatus is to be modified to provide for increased frequency stability and simplicity of operation, is indicated.—M. J. Zigler (Wellesley).

749. Kennedy, F. *Memorial to Herman Wortis, M. D.* *J. nerv. ment. Dis.*, 1942, 96, 728-731.—Obituary, portrait, bibliography.—L. B. Heathers (Smith).

750. Olson, W. C. *Proceedings of the fiftieth annual meeting of the American Psychological Association, Inc., Hotel Pennsylvania, New York City, September 3, 1942*. *Psychol. Bull.*, 1942, 39, 713-758.—F. McKinney (Missouri).

751. Peatman, J. G., & Schafer, R. *A table of random numbers from Selective Service numbers*. *J. Psychol.*, 1942, 14, 295-305.—The authors prepared a short table of random numbers by using the tens and units digits from a list of 800 numbers from a Selective Service drawing. Three statistical tests of randomness confirm the empirically established random order of the numbers in the table. Illustrations are given showing use of the table in public opinion research, in a psychological experiment, and in marketing research.—R. B. Ammons (San Diego).

752. Shakow, D. *The training of the clinical psychologist*. *J. consult. Psychol.*, 1942, 6, 277-288.—The clinical psychologist "besides meeting certain basic personality requirements and having a breadth of educational background" should be competent to



perform diagnosis, research, and therapy. Details of the undergraduate and graduate educational programs are presented. A 'didactic' analysis and an internship are recommended. While in school and during professional practice the psychologist "should be under scrutiny as to fitness."—S. G. Dulsky (Rochester, N. Y.).

753. Varnum, W. C. *Psychology in everyday life*. (2nd ed.). New York: McGraw-Hill, 1942. Pp. xiv + 490. \$3.00.—Like the 1938 first edition (see 12: 5115), this volume is intended for non-professional students of psychology and emphasizes factual material useful for solving personal problems. It opens with chapters on the psychologist in war and peace, scientific versus pseudo-psychology, and foundations of psychology. The author then takes up motivation, personality, personal adjustment problems, emotion, learning, symbols, semantics and propaganda, intelligence, human engineering, planning your future, sensation, perception, and attention and attitudes. There are appendices on physiological psychology and psychological effects of vitamin deficiency, and a glossary of terms. Many illustrations and charts are included, with suggested readings at the end of each chapter. Exercises and test questions given in the first edition have been eliminated.—S. S. Sargent (Barnard).

754. Wolfenden, H. H. *The fundamental principles of mathematical statistics, with special reference to the requirements of actuaries and vital statistics, and an outline of a course in graduation*. New York: Actuarial Society of America, 1942. Pp. xv + 379. \$5.00.—148 pages of text are devoted to the following chapters: (1) introduction, (2) the nature of the problems, (3) the classical approach, (4) the combination of observations, (5) the theory of random sampling, (6) generalization of the binomial law—the multinomial distribution, (7) frequency distributions and curves in general, (8) the fitting of curves and graduation, (9) tests of goodness of fit, (10) recent researches and miscellaneous problems, and (11) an outline of a course in graduation. The same material is further discussed in the sections which follow in the next 194 pages. Section A deals with the historical development of some of the fundamental concepts, Section B with mathematics and interpretations, and Section C with applications. A 12-page bibliography of historical references, listed by years, is appended, together with a 9-page list of contemporary references.—N. R. Bartlett (Brown).

755. Wolfe, D. *The first course in psychology*. *Psychol. Bull.*, 1942, 39, 685-712.—The author reviews a literature of 112 titles. He discusses the published objectives of the course and concludes that three major objectives need emphasis: (1) acquaintance with most important and most generally accepted facts, principles, and hypotheses of psychology; (2) development of the habit of critical and objective analysis of psychological problems; (3) understanding on the part of the student of his

own personal problems and achievement of desirable solutions of them. Studies of student interest are shown to be used best in directing methods of presentation rather than in determining content of the course. "Laboratory instruction is not a necessary part of the elementary course and is not required in most colleges." More work seems to be necessary to develop means of measuring the extent to which the objectives of the course are reached, especially the abilities to apply the principles presented and to think critically about them. Until this is done, it is impossible to give complete answers to questions concerning the relative merits of different teaching methods.—F. McKinney (Missouri).

756. Wolfson, C. *Apparatus for potential difference measurements on single-celled organisms*. *Kans. Univ. Sci. Bull.*, 1941, 27, 19-26.—See *Biol. Abstr.* 16: 21714.

[See also abstracts 789, 828.]

## NERVOUS SYSTEM

757. Bernhard, C. G., & Granit, R. *Stimulus frequency as a means of analyzing synaptic activity*. *J. Neurophysiol.*, 1942, 5, 381-392.—Bernhard and Skoglund previously demonstrated in cats that stimulus frequency to a peripheral nerve may serve as a means of selectively eliciting certain reflex patterns. In this study the authors demonstrate how the frequency of an electric stimulus applied to the spinal cord has certain selective actions in eliciting motor responses which may be recorded from the sciatic nerve. Repetitive stimuli elicit a direct response of short latency through ventral horn cells, but following this may be one or more relayed responses which have latencies determined largely by the number of synapses traversed in the course of their relay. The directly transmitted wave response follows frequencies of stimulation above 850 per second; relayed wave responses depend upon certain limiting frequencies and attain maxima at different optimal frequencies. This suggests differential synaptic resonance in the different circuits. The method has important implications for studying several cns phenomena including recruitment, central reflex time, limiting frequencies of different circuits, and the number of synapses in particular selective circuits. The nature of the results and their consequences should be of considerable importance for the physiological basis of learning and conditioning theory among other things.—D. B. Lindsley (Brown).

758. Dow, R. S., & Anderson, R. *Cerebellar action potentials in response to stimulation of proprioceptors and exteroceptors in the rat*. *J. Neurophysiol.*, 1942, 5, 363-371.—Proprioceptive and exteroceptive stimuli produced measurable electric potentials in the cerebellum of the rat. There were marked differences in the distribution of responses to the two types of stimulation; proprioceptive stimuli were most effective in producing responses of the pyramis, whereas the culmen was most responsive to exteroceptive stimuli. Consistent differences



in distribution of responses were not found for different body areas, as has been reported for the cat. Electrical stimulation of the sciatic nerve gave results more closely resembling those for exteroceptive than for proprioceptive stimulation.—D. B. Lindsley (Brown).

759. Gengerelli, J. A. External field of the nerve impulse. *Proc. Soc. exp. Biol., N. Y.*, 1942, 51, 189-190.—If the local circuit theory of nerve conduction were true, the magnetic field surrounding the external component of the circuit should be oriented in a manner opposed to that of the internal component of the circuit so that cancellation of magnetic field would result. A toroidal coil imbedded in a lucite cylinder and properly insulated was connected with matching transformer, amplifier, and oscillograph. Using frog's sciatic nerve, results were entirely negative.—H. Peak (Randolph-Macon).

760. Halstead, W. C., Knox, G. W., & Walker, A. E. Modification of cortical activity by means of intermittent photic stimulation in the monkey. *J. Neurophysiol.*, 1942, 5, 347-355.—In all of 12 monkeys light flashes of 120 footcandles from a tungsten source, with a light dark ratio of 1 to 1, falling on both eyes produced a "driving" effect on cortical potentials. The facilitation was most marked in the frequency range of 10.5 to 11.5 flashes per second. Two effects were noted: (1) an increase of amplitude of the synchronized cortical potentials, and (2) greater regularity of cortical potentials synchronized with the light flashes. Differences in average voltage per unit of time were noted for frequencies at which driving occurred as opposed to those when light flashes were not synchronized with cortical potentials. Intermittent flashes of fluorescent light were not as effective as the tungsten source in producing the facilitating effect.—D. B. Lindsley (Brown).

761. Harty, J. E., Gibbs, E. L., & Gibbs, F. A. Electroencephalographic study of 274 candidates for military service. *Arch. Neurol. Psychiat., Chicago*, 1942, 48, 677-680.—Abstract and discussion.

762. Kennard, M. A., & Nims, L. F. Changes in normal electroencephalogram of *Macaca mulatta* with growth. *J. Neurophysiol.*, 1942, 5, 325-333.—EEG's were recorded from occipital, parietal, and frontal regions in 17 monkeys of known age and in 17 others of estimated age. The development of the EEG in the monkey as a function of age shows a close similarity to that described for the human. Although present at birth, the rhythmic pattern of the EEG first becomes clear at about 3-4 weeks of age, at which time the predominant frequency is 2-3 per second. The frequency of the alpha waves increases to about 7-8 per second by the end of the sixth month, at which time the pattern is essentially that of the adult monkey, although maximal frequency is not attained until the end of the 2nd year. Amplitude of the waves increases during the first 6 months but declines slightly thereafter. Individual differences were noted among the EEG's of 11 infant monkeys during the first week of life, especially in amplitude of the waves. Because of

this and the rapid change in development of the EEG noted during the first 2 or 3 weeks, it is assumed that rapid cortical development occurs during the pre- and early post-natal period. Areal specificity of pattern within one hemisphere could not be clearly detected as in the human neonate. The usual changes of the human EEG with sleep and sensory stimulation were noted in the older monkeys.—D. B. Lindsley (Brown).

763. Kennard, M. A., & Nims, L. F. Effect on electroencephalogram of lesions of cerebral cortex and basal ganglia in *Macaca mulatta*. *J. Neurophysiol.*, 1942, 5, 335-348.—EEG's were recorded in 41 monkeys before and after operations involving lesions of the cortex and of the cortex and basal ganglia. In acute experiments under dial anesthesia, lesions of cortex or basal ganglia produced no change in EEG. In chronic experiments lesions of the cortex alone produced only a transient flattening and slowing of waves but left no permanent change, even when the entire cortex of one hemisphere was removed. Cortical lesions produced no focal abnormalities of the EEG. Chronic preparations in which lesions of the head of the caudate nucleus or putamen had been made caused marked changes in the EEG but produced no clinical signs or other evidences of neurological deficit. Combined lesions of the cortex and basal ganglia produced marked and persistent abnormalities of the EEG and in 5 of 15 animals produced clinical epileptic attacks. The effects were greater in animals operated upon in infancy. The contrasts and similarities of the results to human findings are discussed.—D. B. Lindsley (Brown).

764. Knott, J. R., Gibbs, F. A., & Henry, C. E. Fourier transforms of the electroencephalogram during sleep. *J. exp. Psychol.*, 1942, 31, 465-477.—An attempt is made to analyze the EEG during sleep in terms of a bidimensional system, energy vs. frequency, in the hope of providing a more accurate and more complete picture of cortical activity. Fourier transforms of the EEG have been subjected to two methods of analysis: one static, the other dynamic. The static method indicates that sleep and waking differ, not in the appearance of new frequencies in the EEG but solely in the distribution of energy throughout the continuum of frequencies. The dynamic method reveals a progressive shift downward in the energy peaks along the frequency continuum. Two interpretations are made: (1) that the rate of discharge of generators composing the EEG undergoes a shift, (2) that sleep is a condition characterized by dominant activity of generators in the 1-3 cycle band and in the 13-16 cycle band. The evidence presented is believed to favor the first view, although the possibility that both views are involved is admitted.—M. J. Zigler (Wellesley).

765. Schwab, R. S., & Carter, R. Electroencephalography in relation to otology. *Laryngoscope, St. Louis*, 1942, 52, 757-767.—C. K. Trueblood (Cambridge, Mass.).

[See also abstracts 775, 812, 823, 832, 834.]

## RECEPTIVE AND PERCEPTUAL PROCESSES

766. [Anon.] **Night vision and the pilot.** *Lancet*, 1942, 243, 624-625.—If the rod mechanism, on which night visual capacity depends, is to work well, the pilot must be healthy and not fatigued. There must be no anoxia or vitamin deficiency. But the pilot also requires alertness and the ability to grasp quickly the form and meaning of a dimly seen object. For night approaches and landings the pilot needs developed stereoscopic vision. An inherited or stable ocular muscle weakness gives little trouble, but a recently developed heterophoria so confuses judgment of distance as to make safe flying improbable. "As long ago as 1935 Livingston devised the rotating hexagon, an instrument by which the night visual capacity of potential airmen could be estimated under something like service conditions." But although "the rotating hexagon, depth perception apparatus, and other devices can detect those pilots who have no chance of achieving safety at night, they take little account of the two most essential qualities of all—confidence and morale. . . . No test should be allowed to overstep its usefulness and become an absolute standard by which this man is accepted and the next rejected."—C. K. Trueblood (Cambridge, Mass.).

767. Belostocky, E. M., Iliina, S. A., & Mikhailov, N. M. [Effect of certain diets on light sensibility of the eyes.] *Vestn. Oftal.*, 1942, 20, 52-54.

768. Carter, H. A. Review of methods used for estimation of percentage loss of hearing. *Laryngoscope*, St. Louis, 1942, 52, 879-890.—"Requirements for a practical method to estimate percentage loss of hearing have been presented, and 11 methods for determining and recording hearing loss have been reviewed. The speculative outline is limited to medico-legal or industrial cases only and is not intended for diagnostic purposes."—C. K. Trueblood (Cambridge, Mass.).

769. Corbin, H. H. The perception of grouping and apparent movement in visual depth. *Arch. Psychol.*, N. Y., 1942, No. 273. Pp. 50.—Part I employed light-dot patterns in which rows of dots were always 2 in. apart. The columns in each figure were more than 2 in. apart, the separation varying from pattern to pattern. The stimulus plate was turned about its vertical axis by S until, on the basis of proximity, the dot pattern was ambiguous. Five S's served in two conditions: (1) Depth perception was ruled out by use of a dark room, monocular vision, and a reduction screen. The pattern became ambiguous when the horizontal and vertical projected separations were equal. (2) Added illumination permitted S to perceive changes in depth. The pattern became ambiguous when the apparent separations, in tridimensional space, were equal. In Part II the same apparatus presented light-bar stimuli for apparent movement. The threshold for simultaneity was determined for 4 S's with the plate in the frontal parallel plane and 4 visibly oblique planes, and with varying separations of the stimuli.

The threshold depended not only on retinal spacing but on the perceived separation of stimuli, as related to the discriminable obliqueness of the plate. Something like shape constancy entered into both experiments.—C. E. Buxton (Iowa).

770. Crowe, S. J., Guild, S. R., Langer, E., Loch, W. E., & Robbins, M. H. Impaired hearing in school children. *Laryngoscope*, St. Louis, 1942, 52, 790-804.—The authors discuss their previous report (see 16: 460) in which they noted that nearly 40% of 1365 Baltimore school children examined had impairment of thresholds for frequencies above 2,048 cycles per second. In the present paper they are concerned chiefly with recommendations toward the reduction or alleviation of these conditions. They suggest organizing "educational campaigns that will give physicians a chance to treat all cases of acute otitis media promptly." "It is possible to restore the hearing of many children with impairment for conversational voice and thus simplify the educational problem." For those children whose hearing of the spoken voice does not improve after careful treatment hearing aids are recommended.—C. K. Trueblood (Cambridge, Mass.).

771. Fowler, E. P. Studies of deafness in twins. Otosclerosis in identical twins. Three case histories. *Laryngoscope*, St. Louis, 1942, 52, 718-731.—C. K. Trueblood (Cambridge, Mass.).

772. Fox, J. C., Jr., & Klemperer, W. W. Vibratory sensitivity; a quantitative study of its thresholds in nervous disorders. *Arch. Neurol. Psychiat.*, Chicago, 1942, 48, 622-645.—"The pallesthesiometer used in this work provides for variation in the amplitude of vibration of an electromagnetically controlled rod which oscillates vertically at a constant frequency of 60 double vibrations per second. Threshold values obtained with this instrument under varying controlled experimental conditions have proved its reliability and usefulness. . . . The evidence gained from correlation of pallesthesia with touch sense and kinesthesia in cases of peripheral lesions strongly favors the idea of dual receptors, both cutaneous and proprioceptive, for the vibratory stimulus. . . . Vibratory sensation should be conceived of not as a specific modality but as a functional form or elaboration of the primary senses—touch, pressure, and position. In its temporal aspect for tactual perception it is analogous to flicker sense in visual perception and to flutter sense in auditory perception." 35 references.—C. K. Trueblood (Cambridge, Mass.).

773. Franklin, I. Fusion, projection, and stereopsis. *Amer. J. Ophthalm.*, 1942, 25, 1316-1337.—"This presentation posits the concept in which stereopsis, projection, and fusion are dynamic-functional processes, in which motor reactions are actual or potential. Accordingly, these phenomena are here interpreted as locomotion and prehension functions or processes—ancient spatial-reaction complexes in which the body and limb movements have evolved from an actual to a potential form."—D. J. Shaad (Lawrence, Kansas).



774. Galambos, R. Cochlear potentials elicited from bats by supersonic sounds. *J. acoust. Soc. Amer.*, 1942, 14, 41-49.—A supersonic microvoltmeter was used to record potentials from the cochlea in 4 species of bat; responses were obtained for stimuli up to about 98,000 cycles. The lower limit of responses, determined with other apparatus, was about 30 cycles. Various checks were used to show that the responses arose in the cochlea; when the animal was killed, the potentials dropped in a characteristic manner. Changes in the maximum value of cochlear responses are interpreted as due to action of the intra-aural muscles. The results indicate that the bat hears tones of frequencies up to at least 55,000 cycles, and support the hypothesis that bats in flight avoid obstacles by use of auditory cues.—E. G. Wever (Princeton).
775. Hines, M. Recent contributions to localization of vision in the central nervous system. *Arch. Ophthalm.*, Chicago, 1942, 28, 913-937.—A comprehensive, critical review with reference to data from studies of animals as well as from consequences of human injuries.—M. R. Stoll (Lowell, Mass.).
776. Hunt, R. S. Damping and selectivity of the inner ear. *J. acoust. Soc. Amer.*, 1942, 14, 50-57.—Hartbridge's argument that there is a relation between damping and sharpness of tuning in the cochlea is developed quantitatively on the basis of data on masking, and it is concluded that the resonance of the ear is not of the kind exhibited by stretched strings and tuning forks. The data correspond more nearly to the assumption that the ear contains 5 resonators in cascade; but this assumption is not justifiable on anatomical grounds. Rather, it is supposed that negative feed-back occurs in the cochlea, so that a volume compression of the order of 5:1 logarithmic ratio exists. This supposition is discussed in relation to evidence on loudness estimations, the number of cycles necessary to produce a sensation of pitch, and the effect of intensity upon pitch.—E. G. Wever (Princeton).
777. Jankoff, G. [Influence of changes in temperature on hearing.] *Msschr. Ohrenheilk.*, 1941, 75, 1 ff.—[Abstracted review; original not seen.] Jankoff discusses the anatomy of the ear and concludes that changes in the blood supply influence the responses of Corti's organ. The blood supply depends on the width of the supplying vessels. The influence of changes in temperature on vessels is well known and may even cause vasoparalysis, with subsequent minute bleeding. 310 railway engineers and stokers were examined over a period of years. 22 cases are cited in which definite loss of hearing occurred over this period, the right ear being worse than the left. The right ear had been more exposed to changes in temperature, as the head was usually protruded partly out of the right side of the engine cab. The temperature of the cab and that outside differed 20-45° C. Brakemen examined for comparison showed equal loss of hearing in both ears. Guinea pigs were treated with applications to the head the temperature of which varied from hot to freezing cold through different periods. The cochlea of these animals showed marked signs of degeneration of nearly all constituents, especially the nerve elements.—C. K. Trueblood (Cambridge, Mass.).
778. Josephson, E. M. Tinnitus and other subjective phenomena—and the hearing process. *J. acoust. Soc. Amer.*, 1942, 14, 126.—Abstract.
779. Knudsen, V. O. [Chairman.] American standard acoustical terminology. *J. acoust. Soc. Amer.*, 1942, 14, 84-101.—Definitions of terms used in the field of acoustics, including acoustical transmission, architectural acoustics, and music, prepared by committees under the American Standards Association.—E. G. Wever (Princeton).
780. Knudsen, V. O. [Chairman.] American standard for noise measurement. *J. acoust. Soc. Amer.*, 1942, 14, 102-110.—Definitions of terms used in noise measurement, prepared under the American Standards Association.—E. G. Wever (Princeton).
781. Kobrak, H. G. Observations on the acoustic vibrations of the ossicles. *J. acoust. Soc. Amer.*, 1942, 14, 126.—Abstract.
782. Kobrak, H. G., Lindsay, J. R., & Perlman, H. B. Experimental observations on auditory masking. *Laryngoscope*, St. Louis, 1942, 52, 870-878.—The authors report studies of the influence of a masking tone on hearing sensation and the acoustic middle ear muscle reflex. Among their conclusions are the following: The acoustic reflex of the tensor tympani muscle in the rabbit is unchanged (1) in the presence of typical noise background of a room, or (2) when a masking tone is sounded which is below the tensor threshold. "If the masking tone is above the tensor threshold, the acoustic tensor contractions are superimposed on the tensor. The threshold is raised." Curves are presented for the human being which show a dip in hearing sensation without demonstrating a change in the stapedius threshold. "The conclusion is drawn that the mechanical stimulation of the cochlea is undiminished in the presence of a masking tone. Since both reflex contractions and cochlear potentials are unchanged, the origin of masking is most likely not in the peripheral sense organ."—C. K. Trueblood (Cambridge, Mass.).
783. Lancaster, W. B. Nature, scope and significance of aniseikonia. *Arch. Ophthalm.*, Chicago, 1942, 28, 767-779.—Disparity of the retinal images, which might also be termed normal aniseikonia, is the basis of stereoscopic depth perception, and is regularly present whenever the eyes converge asymmetrically. Anomalous aniseikonia, to which the term aniseikonia is coming to be limited, necessitates special interpretation of sensory data in order to avoid the spatial disorientation otherwise produced by the abnormal differences in size and shape of the images. The essential psychic adjustments, involving inhibition and selection from conflicting clues, may be responsible for the aniseikonic symptoms interpreted as eyestrain. In subsequent discussion, E. A. W. Sheppard reports three cases where comfort was achieved only with elimination of size differences introduced by correcting lenses. E.



Liljencrantz and R. H. Peckham briefly report results of studies on naval cadets and aviators. Distortions were introduced with aniseikonic lenses while the subjects observed a frontal plane. This test yielded significant indications when correlated with performance records. Spatial disorientation discovered by this test may be aniseikonic, although it was not revealed by tests with the eikonometer.—*M. R. Stoll* (Lowell, Mass.).

784. Lewis, D. Pitch scales. *J. acoust. Soc. Amer.*, 1942, 14, 127.—Abstract.

785. Löhner, L. [Examination of the sense of smell with special reference to true and simulated anosmias.] *Mtschr. Ohrenheilk.*, 1940, 74, 479 ff.—[Abstracted review; original not seen.] Only a limited group of odors, highly molecular and with only a slight tendency to evaporate, stimulate solely the olfactory region. The majority of odors, commonly so-called, stimulate also the nerve endings which convey taste, heat, pain, etc. (*Mischreisdunststoffe*). In a case of true central anosmia a *Mischreisdunststoff* should, therefore, produce some kind of sensation, such as stinging or cold, while a pure odor gives no such response. Apparatus and procedures for discriminating true and simulated anosmias on this basis are described.—*C. K. Trueblood* (Cambridge, Mass.).

786. Lowy, K. Cancellation of the electrical cochlear response with air- and bone-conducted sound. *J. acoust. Soc. Amer.*, 1942, 14, 156-158.—Cochlear potentials were recorded in cats during stimulation by both aerial and bone-conducted sounds. It was shown that with proper adjustment of intensity and phase the responses could be reduced to zero. The effect is independent of the position of the electrode on the cochlea, and may also be obtained for various locations of the bone-conduction receiver. Hence it appears that air and bone conduction excite the same cochlear elements.—*E. G. Wever* (Princeton).

787. Mengoni, S. [Mengoni's test for simulation of unilateral deafness.] *Arch. ital. Otol.*, 1942, 52, 588 ff.—[Abstracted review; original not seen.] The test is conclusive in 99% of cases. It is applicable only to persons who have good functional hearing in one ear. With the 'deaf' ear tightly closed with the finger, the examiner pronounces some words in the barest whisper with his lips almost touching the auricle. Naturally, the patient claims not to hear anything. The 'sound' ear is closed, and the same procedure is carried out with the other ear. But while the test is in progress the finger is unexpectedly removed from the sound ear; the patient then, believing he hears with the unstoppered ear, will repeat the test words. If he still declares he is unable to hear the words, the simulation is revealed, for even if there were deafness in one ear, he could still hear the words in the sound ear.—*C. K. Trueblood* (Cambridge, Mass.).

788. Moe, C. R. An experimental study of subjective tones produced within the human ear. *J. acoust. Soc. Amer.*, 1942, 14, 159-166.—By the best-

beats method, measurements were made of the first 5 subjective harmonics produced in the human ear by stimulation with single tones, and of combination tones produced by simultaneous stimulation with two tones. Data are presented for one subject. Measurements were obtained on summation and difference tones up to the fifth order.—*E. G. Wever* (Princeton).

789. Niederhoff, P., & Kemp, R. Untersuchung des Gesichtsfeldes mit einem Flimmerperimeter. (Investigation of the visual field with a flicker perimeter.) *Klin. Mbl. Augenheilk.*, 1941, 107, 257 ff.—See *Biol. Abstr.* 16: 22099.

790. Russell, R. W., & Walton, W. E. The effects of avitaminosis-A on visual discrimination in the rat: gross effects on color discrimination. *J. genet. Psychol.*, 1942, 61, 327-333.—18 hooded and albino rats were placed on a vitamin A-free diet at weaning and maintained thereon until death from avitaminosis-A. During the intervening period they ran some 14,000 trials in a hue discrimination problem. Even for animals living through 900 trials, there was no evidence of loss of competence in hue discrimination.—*D. K. Spelt* (Mary Baldwin).

791. Senturia, B. H., & Thea, A. R. Bone conduction in audiometry. I. Literature review and report of preliminary observations. *Laryngoscope, St. Louis*, 1942, 52, 675-687.—"There is a definite discrepancy among the bone conduction curves obtained from various makes of audiometers. A 'normal' curve obtained on each instrument must be made and checked periodically. A sound proof room is essential. . . . Complete bone conduction curves from 256 to 8192 d.v. are desirable. For practical purposes the tones 512, 2048, and 4096 d.v. furnish a satisfactory sampling. . . . Bone conduction curves give a more direct picture of cochlear function than air conduction curves. The use of a single frequency tuning fork for bone conduction interpretation may yield serious errors. Decrease of bone conduction in the high tones parallels the air conduction loss occurring with increasing age and accompanying pathological changes. . . . Tympanic perforations, severe purulent nasal obstruction and allergic rhinitis have little effect on bone conduction. The most vulnerable part of the bone conduction curve appears to be located at 4096 d.v.; the most resistant, below 1024 d.v. Evidence is presented which favors the theory of direct osseous transmission of bone conducted sound." 37 references.—*C. K. Trueblood* (Cambridge, Mass.).

792. Sloane, E. *Camouflage simplified*. New York: Devin-Adair Co., 1942. Pp. 62. \$2.50.—This is a simple, brief exposition (about 8500 words) of the standard principles for the camouflage of buildings, especially factories, with 34 large detailed drawings, most of them with many parts and all explicitly lettered. Most of the discussion is given to matching in color and texture, disruption of shapes and outlines, disguising and absorption of shadows, and mimicry by false patterns or duplication of critical objects. The book is without scien-

tific or psychological orientation or background.—*E. G. Boring* (Harvard).

793. *Smith, S. G.* Response to colour in birds. *Nature, Lond.*, 1942, 150, 376-377.—Since birds instinctively remove faeces from their nests, it was possible to study the color-awareness of birds in their wild state by means of plasticine replica faeces of various colors. The orders of removal of different colored replica faeces are given for birds of different species. The results show "no correlation with the brightness factor."—*R. L. Solomon* (Brown).

794. *Swartz, G. E.* The course of dark adaptation in the anterior ommatidia of *Eristalis tenax*. *J. exp. Zool.*, 1942, 91, 65-77.—Dark adaptation was measured by the length of reaction time of abdominal muscle movement to light stimulation. The method was found to be reliable. Sensitivity of the anterior ommatidia increases rapidly during the first 45 mins. of dark adaptation, decreases rapidly during the next 15 mins., and remains at this value during the following 30 mins. After this, sensitivity increases to a maximum at about 3 hours adaptation time, and remains constant thereafter. Dark adaptation of the anterior ommatidia proceeds in a manner which is different from that of the ommatidia near the center of the eye. This may be explained by differences in method used by various investigators. "Dark adaptation in the anterior ommatidia of the drone fly seems to represent a combination of phases of dark adaptation as found in other organisms."—*C. G. Mueller* (Brown).

795. *Tiffin, J., & Kuhn, H. S.* Color discrimination in industry. *Arch. Ophthalm., Chicago*, 1942, 28, 851-859.—A 4-item red-green color discrimination test (described in discussion by Kronfeld as based on the principles of the pseudo-isochromatic charts) was used in testing 7000 industrial employees. The 4 items were passed by 99%, 98%, 90%, and 55%, respectively, indicating that the test successfully differentiates degrees of color-blindness. 74% of those between 20 and 25 years passed, and the percentage then decreased fairly regularly, with only 32% of those above 55 passing. A consistently higher proportion of those rated high in efficiency passed than of those rated low. 79% of the clerks, and 66% of the foremen passed, a significantly higher proportion than for the total group. A similar blue-yellow test given to 500 subjects, revealed 22 who had passed the red-green test but failed the most difficult item here. This suggests that yellow-blue weakness may be associated with normal red-green color vision.—*M. R. Stoll* (Lowell, Mass.).

796. *Wagner, K. H.* Die experimentelle Avitaminose A beim Menschen. (Experimental A-avitaminosis in man.) *Hoppe-Seyl. Z.*, 1940, 264, 153-188.—See *Biol. Abstr.* 16: 22345.

797. *Walters, H. V.* Some experiments on the trichromatic theory of vision. *Proc. roy. Soc.*, 1942, 131, 27-50.—"A repetition of an investigation carried out by Wright in 1934 is made with an improved design of the Wright trichromatic colorimeter. The technique is described and the assumptions in the

method for determining the fundamental response curves discussed. New observations are reported in which the generalized form of von Kries's law of coefficients is found to break down, and the departures from the coefficient law are analyzed. Possible physiological causes for the breakdown are discussed. By a modification in the calculations, a new attempt has been made to locate the colors in the trichromatic color chart corresponding to the three fundamental responses, and to derive the response curves. Calculations were first made in the W. D. Wright trichromatic system and were transformed into the rectangular uniform chromaticity scale of Breckenridge & Schaub, showing the caution required in interpreting the statistical spread of the results."—*C. K. Trueblood* (Cambridge, Mass.).

798. *Werner, H.* Binocular vision—normal and abnormal. *Arch. Ophthalm., Chicago*, 1942, 28, 834-844.—Normal binocular depth perception is not adequately explained in terms of geometrical retinal relations, but depends upon dynamic factors. Just as the angle between corresponding points gradually changes for squinters who have previously had normal correspondence, and just as correspondence sometimes changes abruptly according to the position of the eyes in those squinters who can voluntarily bring their two eyes into the primary position, so functional changes in correspondence occur normally under certain conditions. Some simple stereoscopic and stroboscopic tests are described and the results analyzed. Apparent projections of elements of the test figure presented to one eye are demonstrably changed when correlative elements are presented to the other eye in a disparate position, even if the presentations are made successively rather than simultaneously. Also, apparent depth relationships can be changed by the introduction of new elements having different degrees of disparity. Thus previously disparate points may become functionally corresponding, and a new frame of spatial reference results. The degree of stability achieved in unification of the binocular images apparently determines what correspondence shall dominate under any given circumstances.—*M. R. Stoll* (Lowell, Mass.).

[See also abstracts 748, 760, 765, 812, 824, 828, 918, 951, 962, 987, 999.]

## LEARNING, CONDITIONING, INTELLIGENCE

(incl. Attention, Thought)

799. *Berg, I. A., & Weisman, R. L.* The goal gradient in a maze of variable path length. *J. Psychol.*, 1942, 14, 307-315.—Three maze learning experiments were conducted. In each case the distance from maze entrance to the goal could be varied by placing the food box at different locations along the 30 foot final alley. In the first experiment (22 rats), the controls learned the maze with the food box in a fixed position, a second group learned with the distance of the food box varied at random, and in the last group the distance run going in and



out of blinds was compensated for exactly by moving the food box closer. In the second experiment (15 rats), the controls learned with the food box in a fixed position, while a second and a third group had the food box moved closer and farther, respectively, by twice the distance run in blinds. In the third experiment (15 rats) one group was "rewarded," the other "punished," for errors by having the food box moved 30 feet closer and 30 feet farther, respectively. In all three experiments no significant differences were found between the various groups in efficiency of learning, thus suggesting that more than the goal gradient is involved in blind elimination.—*R. B. Ammons* (San Diego).

800. Brogden, W. J. Tests of sensory pre-conditioning with human subjects. *J. exp. Psychol.*, 1942, 31, 505-517.—Equipment suitable for testing sensory pre-conditioning in human subjects is described. The front panel of the apparatus provided for the interchange of a loud speaker and a milk glass plate so that a light or a tone could be employed in pre-conditioning trials. 40 men and 40 women subjects were divided into 4 groups. Group I was employed for sensory pre-conditioning; Group II served as control for sensory generalization; Group III served as control for the pairing of the tone and the light; Group IV served as control for the validity of the extinction series of the other 3 groups. The galvanic skin response was employed as index response, and means were computed for magnitude, latency, and frequency of response. The fact that sensory pre-conditioning failed to be demonstrated in these experiments, although this phenomenon was reported in earlier conditioning experiments with dogs, is believed to be a function of certain differences in the two experiments. Sensory generalization is asserted adequately to account for the behavior of subjects in these experiments.—*M. J. Zigler* (Wellesley).

801. Burt, H. E. Memory of teachers for pupils. *J. soc. Psychol.*, 1942, 16, 199-214.—20 teachers of introductory psychology were presented with names of students of previous years (total 7000) and asked to check those remembered and reasons for retention. The average instructor recalled about 13% of his students. Probability of recall tended to be greater for students from small classes, of opposite sex from the instructor, of high grades, and of high intelligence. Personal appearance, conduct in class, personal conferences, peculiarity of name, and contacts outside of class were mentioned by some instructors as influencing recall.—*F. W. Finger* (Virginia).

802. Dispensa, J., & Hornbeck, R. T. Can intelligence be improved by endocrine therapy before fertilization? *J. Psychol.*, 1942, 14, 235-244.—While consistently producing superior females, treatment of male parents with pituitary extract produced poorer maze learning performance in males as compared with a control group. Paternal thyroid medication produced superior offspring of both sexes. Female rats mated immediately after

separation from litters during lactation to approximate the endocrine treatment of the males produced offspring which were apparently not handicapped in maze learning.—*R. B. Ammons* (San Diego).

803. Freeman, M. J. A study of relationship in motor learning. *J. Psychol.*, 1942, 14, 217-225.—Eight subjects were given a series of tests of motor performance and a mental test. Analysis was made of results on four tests showing learning curves: needle and thread, top winding, maze, and mirror drawing. Correlations of scores on these tests with each other and with scores on the Henmon Nelson Test of Mental Ability (Form A) were low and unreliable. The results tend to support a theory of specific skills rather than a theory of general motor ability.—*R. B. Ammons* (San Diego).

804. Ginsburg, B., & Allee, W. C. Some effects of conditioning on social dominance and subordination in inbred strains of mice. *Physiol. Zool.*, 1942, 15, 485-506.—Highly inbred strains of mice show differences in aggressiveness. Fighting superiority results from psychic and physical factors. Mice in small groups have a dominance hierarchy, which, however, is only of temporary stability. A mouse can be conditioned to be less aggressive if the experimenter arranges for it to be constantly beaten in fighting. It can also be made more aggressive, if the fights are so staged that it will win all the time. It is easier to move an animal down in the social scale than to move it up. Presence of a female makes the male mate a more successful fighter. Weight must be controlled.—*R. L. Solomon* (Brown).

805. Honigmann, H. The alternation problem in animal psychology. Experiments with fowl. *J. exp. Biol.*, 1942, 19, 141-157.—"By glueing the odd numbers of a row of grains to heavy teak boards fowls were trained to perform a true alternation, i.e., to peck every second grain from a standard row in which all grains were loose. This was achieved after 500-600 training experiments in 17-19 training days. . . . Although the actual training was effected by preventing the birds from eating the odd grains of the row, the result was nevertheless independent of whether the birds started with the first or the second grain. . . . After the successful training to alternation, boards with one fixed and two loose grains (1, 4, 7, 10, 13 fixed) were used for the unsuccessful training to leave every third grain untouched. The result was that the loose grains 3, 6, 9, 12, were not pecked. This proved that only the successful pecking acts were 'counted' by the bird. . . ." Other observations are reported.—*C. K. Trueblood* (Cambridge, Mass.).

806. Pintner, R., & Forlano, G. Season of birth and intelligence. *J. genet. Psychol.*, 1942, 61, 81-86.—17,502 IQ's were arranged in 4 groups as follows: range 115-199, range 100-114, range 85-99, range 45-84. All groups except the first showed highest birth frequency in winter months with a secondary high in the summer. The first group revealed only a summer peak. The findings are not interpreted.—*D. K. Spelt* (Mary Baldwin).



807. Rodnick, E. H. The effect of metrazol shock upon habit systems. *J. abnorm. soc. Psychol.*, 1942, 37, 560-565.—"2. Twenty-one schizophrenics undergoing metrazol therapy were compared with a control group. The techniques involved setting up a simple motor habit and then training in another habit which was similar to, but incompatible with, the first habit, thus necessitating the suppression of the first habit. The experimental group was then subjected to a metrazol shock, and both groups tested for retention of the habits. 3. It was found that a statistically significant higher number of reversals to the older habit occurred in the group subjected to the metrazol shock than in the control group. 4. The psychological implications of this finding for convulsive therapy are discussed."—C. H. Johnson (Portland, Ore.).

808. Sargent, S. S. Contrasting approaches in problem-solving. *J. educ. Psychol.*, 1942, 33, 310-316.—The "whole" and the "part" methods of solving disarranged words were investigated by having students in one group vary their method and by introspective analysis of their behavior, then comparing results with those of a control group who did not vary their procedure according to any plan. It was found that large groups showed little variation, but small groups, when given individual instruction, showed significant differences in favor of the "whole" method. Further investigation is necessary to substantiate these results.—J. W. Macmillan (Maryland).

809. Shepard, E. L. Measurement of certain nonverbal abilities of urban and rural children. *J. educ. Psychol.*, 1942, 33, 458-462.—104 pairs of rural and urban children were given tests of spatial relations, musical aptitude, mental ability, mechanical assembly, and paper form board tests. The indications are that the rural children are superior in mechanical ability, musical ability, and speed of performance, while the urban group was superior in verbal ability and in tests involving maximum time limits.—J. W. Macmillan (Maryland).

810. Verplanck, W. S. The development of discrimination in a simple locomotor habit. *J. exp. Psychol.*, 1942, 31, 441-464.—Acquisition of discrimination is studied in a simple mode of behavior in the rat—running down a runway to a food box when the exit door of the starting box is opened—and is observed to comprise a chain of two reflexes. The relative strength of the two reflexes is measured under varying conditions in terms of (1) latent period and (2) running time. "Periodic reinforcement of a single chain produces initially a series of extinction curves between successive reinforcements. These become progressively lower. Ultimately the strength of response reaches a high and stable level unaffected by single reinforcements. . . . Differential reinforcement of two chains results in the gradual development of discrimination." The results obtained are compared with those normally observed in Pavlovian conditioning.—M. J. Zigler (Wellesley).

811. Wickens, D. D., & Wickens, C. D. Some factors related to pseudo-conditioning. *J. exp. Psychol.*, 1942, 31, 518-526.—Experiments designed to show whether pseudo-conditioning is akin to Pavlovian stimulus generalization are described. Young hooded and albino rats were used in a situation in which shock could be avoided by running from one end to the other of a divided box when the grid was electrified. Pseudo-conditioning consisted in leaving the compartment when a neutral (light) stimulus was presented. Four animal groups were used in situations in which opportunity for generalization to occur differed due to the presence or absence of a common characteristic in the conditioning and neutral stimulus: (1) sudden shock and sudden light, (2) gradual shock and gradual light, (3) sudden shock and gradual light, and (4) gradual shock and sudden light. Pseudo-conditioning was found to occur in most cases when the two stimuli had the common factor of suddenness or of gradualness, but only rarely when the common stimulus feature was lacking, indicating that real associative factors were involved in the eventuation of pseudo-conditioning.—M. J. Zigler (Wellesley).

812. Wing, K. G., & Smith, K. U. The role of the optic cortex in the dog in the determination of the functional properties of conditioned reactions to light. *J. exp. Psychol.*, 1942, 31, 478-496.—This investigation is designed to reveal the way in which the cortex is dynamically involved in learned reactions. A conditioned avoidance reaction of the hind leg in the dog was observed in order to ascertain whether or not retention of more general somatic conditioned motor responses than eye-lid closure are dependent upon the optic cortex. Comparisons are made as regards: (1) preoperative conditioning and postoperative reconditioning, (2) preoperative and postoperative extinction of the conditioned response, and (3) generalization and second-order elaboration of the conditioned response to light after surgical removal of the visual areas. Complete bilateral removal of the striate areas in the cortex (dog) does not abolish the hind-leg flexion response to light, although retention is reduced in some postoperative animals. These results contrast sharply with visual intensity discrimination reactions of rats, cats, and dogs, in which the CR is lost and is regained only after extensive postoperative training.—M. J. Zigler (Wellesley).

[See also abstracts 757, 813, 827, 839, 858, 873, 897, 1011, 1015, 1017.]

## MOTOR AND GLANDULAR RESPONSES

(incl. Emotion, Sleep)

813. Agar, W. E., Drummond, F. H., & Tiegs, O. W. Second report on a test of McDougall's Lamarckian experiment on the training of rats. *J. exp. Biol.*, 1942, 19, 158-167.—"This experiment, devised to test McDougall's claim that the effect of training in rats is inherited, has been carried out for 20 generations. In addition to the trained line, a control line

has been maintained parallel with it, from which a number of rats have been trained in each generation, but not used for breeding. For each generation of the trained rats there is therefore a corresponding group of trained control rats for comparison, differing from the rats of the trained line only in that they have no trained ancestry. During the first 16 generations there was a progressive though irregular decline in the number of errors made in each generation in both lines. In generation 18 both lines showed a marked increase in the number of errors made, with fluctuations running closely parallel in the two lines. This parallelism of periodic fluctuations in rate of learning makes it impossible to attribute a progressive change in the trained line, when it happens to be in the direction of decreasing number of errors, to the inherited effects of ancestral training." (See also 12: 3929.)—C. K. Trueblood (Cambridge, Mass.).

814. Benedek, T., & Rubenstein, B. B. The sexual cycle in women. *Psychosom. Med. Monogr.*, 1942, 3, Nos. 1 & 2. Pp. viii + 307.—This is a report of an investigation into the correlation between ovarian function and psychodynamic processes. The vaginal smear and basal body temperature techniques were used as means of endocrinological assays, and psychoanalysis was applied for predicting the hormonal state. Material on 152 cycles of 15 women of child-bearing age was collected. No subject had a well-balanced emotional and sexual life. Preliminary investigations of 75 cycles of 9 patients indicated "a correlation between each hormonal variation of the sexual cycle and the psychodynamic manifestations of the sexual drive" and the existence of an emotional cycle correlated with and parallel to the hormonal cycle both of which constitute the sexual cycle. Some final conclusions are: (1) The heterosexual desire is only one component of the sexual cycle. (2) A definite relationship exists between hormone cycles and psychosexual development, justifying the view that the sexual cycle is a psychosomatic unit. The history of 7 cases is discussed in detail, and the different methods of investigation and their discrepancies are critically evaluated. Hormone medication is not indicated until the psychosomatic reactions to hormones are known to be more precise than they are at present.—P. S. de Q. Cabot (Simmons).

815. Bousfield, W. A. A study of experimentally induced shifts in food-preference. *J. genet. Psychol.*, 1942, 61, 69-80.—Eight rats, living in separate cages with access to sugar, Purina dog chow, and lettuce, increased sugar consumption from 16.7% to about 30%. When they then fought individually with members of a group of 4 rats also living alone, there was some tendency for sugar consumption to increase further (40.5%). The 8 experimental animals compared favorably in weight with a control group of 4 animals living in isolation and fed only dog chow and lettuce.—D. K. Spelt (Mary Baldwin).

816. Croxatto, H., Leizelard, M., Opazo, E., & De la Parra, R. Efecto de la ingestión de glicocola

y gelatiná sobre la aparición de la fatiga en la rata. (Effect of the ingestion of glycolola and gelatin on the appearance of fatigue in the rat.) *Bol. Educ. fis., Santiago de Chile*, 1941, 7, 10-14.—Rats were made to perform muscular work consisting of swimming to get out of a tank. The basic diet was identical for experimental rats and controls, the experimental animals also receiving sufficient additions of gelatin and later of glycolola. Contrary to the results previously obtained for man, these substances did not lessen fatigue. It appears that they are not effectively assimilated by the rat.—H. D. Spoerl (American International College).

817. Croxatto, H., Opazo, E., & De la Parra, R. Influencia de la glicocola sobre el trabajo desarrollado por gastrocnemios de ratas estimulados indirectamente. (Influence of glycolola on the work developed by the gastrocnemius of rats indirectly stimulated.) *Bol. Educ. fis., Santiago de Chile*, 1941, 7, 15-21.—Records were made of contractions of the gastrocnemius muscle in response to electrical stimulation of the sciatic nerve, under various experimental and control conditions. These responses showed less fatigue effect in rats receiving glycolola in the diet. Nevertheless the glycolola does not seem to be of benefit in performing muscular work.—H. D. Spoerl (American International College).

818. Denslow, J. S., & Hassett, C. C. The central excitatory state associated with postural abnormalities. *J. Neurophysiol.*, 1942, 5, 393-402.—This study deals with abnormal muscle tensions resulting principally from abnormal postures. Localized muscle tension is referred to as a "lesion area," and is associated either with spontaneous muscle action potentials or induced activity of this sort brought on by ordinarily inadequate stimuli. The induced reflex activity is held to be dependent upon an enduring central excitatory state plus accessory subliminal stimuli.—D. B. Lindsley (Brown).

819. England, A. O. Factors influencing electrically induced convulsions in rats. *J. Psychol.*, 1942, 14, 227-234.—A control group of 12 rats, 7 sex-hormone deficient rats, and 6 vitamin B-complex deficient rats were subjected to electric shock from a floor grid in a small compartment during two experimental periods a day. The first experimental period consisted of 20 shocks at one-second intervals, with the number of shocks being increased by 20 at each succeeding period until coma or breakdown was produced. Both deficiency groups showed more indiscriminate reactions and squealing before onset of coma than did the controls. Coma was produced much more quickly in the sex-hormone deficient and the vitamin B-complex deficient animals than in the control group.—R. B. Ammons (San Diego).

820. Freeman, G. L., & Katzoff, E. T. Individual differences in physiological reactions to stimulation and their relation to other measures of emotionality. *J. exp. Psychol.*, 1942, 31, 527-537.—"Twenty-four male college students were subjected several times to each of four displacing stimulus situations. In



addition every *S* filled out a battery of pencil and paper personality tests, was rated by trained clinicians on emotionality, and had a time sample taken of his nervous movements during a classroom situation. Thirty variables resulted from the study. A factorial analysis of these variables yielded three orthogonal factors. Two of these have been tentatively identified as (1) control of the expression of energy, and (2) physiological arousal to stimulation. The third (3) has a large factor of self-rated emotionality and is apparently not related to behavior produced by the displacing situations. The present status of the use of physiological measures of personality differentiation does not justify the drawing of any final conclusions. However, the results of this study do point in the direction of a fruitful field for future research."—*M. J. Zigler* (Wellesley).

821. Fridenberg, P. The endocrine system in relation to the eye. *Med. Rec.*, N. Y., 1942, 155, 521-522.—The author advances the view that the pituitary physiognomy (see 16: 1360, 1967, 2224) is usually and strikingly associated with personality characteristics of value in a number of definite social and economic categories and hence may be of value in vocational guidance.—*M. H. Erickson* (Eloise Hospital).

822. Fulcher, J. S. "Voluntary" facial expression in blind and seeing children. *Arch. Psychol.*, N. Y., 1942, No. 272. Pp. 49.—Brief motion pictures were taken of 118 seeing and 50 blind children while they were voluntarily expressing happiness, sadness, anger, or fear. All *S*'s were of normal intelligence; blind *S*'s had never had more than light perception. The pictures were analyzed in terms of amount of facial activity (maximum distortion and total movement), movement of specific parts of the face, and adequacy, via ratings by 5 graduate students. Re-judgments on 20 *S*'s showed that the ratings were self-consistent over a 2-month interval. The major conclusions are: The blind show less facial activity than the seeing in their expressions of every emotion, but the relative amounts of facial activity are about equal. There is an increase in facial activity with age in the seeing, a decrease, in the blind. The seeing differentiate more sharply than the blind between expressions of different emotions, although the differentiations are of the same types. The expressions of the seeing are the more adequate of the two. The author discusses vision as a factor in acquisition of emotional expression.—*C. E. Buxton* (Iowa).

823. Gonda, V. E. A new tendon stretch reflex. *Arch. Neurol. Psychiat.*, Chicago, 1942, 48, 531-537.—"A new tendon stretch reflex and the technique of its elicitation are described. From clinical and experimental evidence it is concluded that this new reflex is more sensitive in indicating involvement of the pyramidal pathways than are the other reflexes that have previously been used for this purpose."—*C. K. Trueblood* (Cambridge, Mass.).

824. Gunn, D. L., & Walshe, B. M. The biology and behavior of *Ptinus tectus* Boie. (Coleoptera,

Ptinidae), a pest of stored products. IV. Temperature preference. *J. exp. Biol.*, 1942, 19, 133-140.—"In a long temperature gradient apparatus, *Ptinus tectus* aggregates around two distinct temperatures, 4 and 24° C. In a circular temperature alternative chamber there is no marked avoidance of low temperatures if the gradient is steep, but characteristic avoiding reactions occur if the gradient is not very steep. When the stationary animals are subjected to rising or falling temperatures in the long gradient, there is a well marked evacuation temperature at 30-33° C., but none at lower temperatures. A temperature preference around 24° C. is correlated with favorable temperature for growth and other activities. The aggregation around 4° is the result of a failure of coordinated behavior in a particular kind of gradient, and *P. tectus* is practically immobilized by cold in that temperature region."—*C. K. Trueblood* (Cambridge, Mass.).

825. Halverson, H. M. The differential effects of nudity and clothing on muscular tonus in infancy. *J. genet. Psychol.*, 1942, 61, 55-67.—The strength of the grasping reflex was tested in 110 male and female infants under 6 mos. old in clothed, nude, and reclothed situations successively. When subjects were classified as quiescent or activated, the results indicated that: for each group tonus increased in the nude situation and decreased in the reclothed situation; in general, the activated group displayed somewhat the stronger reflexes; girls were stronger than boys as a rule, perhaps due to more frequent female crying, greater male age, or selective sampling of males.—*D. K. Spelt* (Mary Baldwin).

826. Hertzman, M., & Seitz, C. P. Rorschach reactions at high altitudes. *J. Psychol.*, 1942, 14, 245-257.—13 male college students were given the Rorschach test under oxygen conditions of sea level and of 16,000 feet. Sea level results were also obtained from 5 other students who were unable to tolerate altitude. Without changing the basic Rorschach pattern, altitude brought decreases in movement and increases in color responses. Changes in three Rorschach ratios, due to altitude, were interpreted as indicating: (1) increased responsiveness to external environment, (2) possibly partial loss of resources necessary to cope with stress conditions, (3) increased susceptibility to dangers of outside contacts, (4) attempts at the resolution of conflicts created by the altitude conditions. Rorschach signs, and adjustment ratings by three judges, indicated that the 5 subjects who failed to adjust to altitude were more maladjusted than the remainder of the subjects.—*R. B. Ammons* (San Diego).

827. Jellinek, E. M., & Bolles, M. The effects of bromides on certain psychological test performances. *J. Psychol.*, 1942, 14, 277-293.—75 subjects were administered psychological tests (controlled associations-opposites, Porteus maze, cancellation, substitution, orientation, recognition) before and at the end of three weeks of administration of doses of sodium bromide of such size that blood serum concentrations of the drug rose to an amount reported by other investigators as being found in



cases of bromide psychosis or a noticeable toxic condition. 25 controls were given the same tests and retested after three weeks. The controls showed slight improvement on all tests, and statistically significant improvement on the cancellation and opposites tests. The bromide group showed improvement comparable to that of the control group on the opposites, Porteus maze, and orientation tests; their retest performance declined on the recognition test, but remained unchanged on the remaining tests. The main effect of bromide was evidence of sedation in the psychological functions measured.—R. B. Ammons (San Diego).

828. Keller, F. S., & Oberlin, K. W. A simple technique for measuring light-dark preference in the white rat. *J. gen. Psychol.*, 1942, 61, 163-166.—A box, delicately balanced in a horizontal position, permits a rat placed therein to turn a light on or off by moving to the appropriate end of the box and tilting it. The behavior is recorded on a smoked drum. "A strong preference for darkness . . . is clearly evident in the data for each animal [of 6] throughout the entire 24-hour period."—D. K. Spelt (Mary Baldwin).

829. Keller, L. F. The relation of "quickness of bodily movement" to success in athletics. *Res. Quart. Amer. Ass. Hlth phys. Educ.*, 1942, 13, 146-155.—There is a positive relationship between the degree of quickness of body movement attainable by individuals and their success in athletics. The needed quickness of body movement is different from sport to sport. Men who are not quick enough to attain superior performance in baseball, basketball, football, may be guided into gymnastics, swimming, and wrestling, with the possibility of becoming outstanding performers.—R. L. Solomon (Brown).

830. Leighton, J. R. A simple objective and reliable measure of flexibility. *Res. Quart. Amer. Ass. Hlth phys. Educ.*, 1942, 13, 205-216.—A circular dial with a weighted indicator hand was used to measure flexibility of movements near the joints. Reliability coefficients for 13 movements are high. The method is applicable to individuals and groups. The technical requirements for administering this test are not prohibitive, and the time consumed is small.—R. L. Solomon (Brown).

831. Magladery, J. W., & Solandt, D. Y. Relation of fibrillation to acetylcholine and potassium sensitivity in denervated muscle. *J. Neurophysiol.*, 1942, 5, 357-362.—Small concentrations of intra-arterially injected acetylcholine or potassium chloride will produce muscle action potentials in denervated muscles of the rat. The responses resemble those seen in fibrillation. The results suggest that fibrillation in skeletal muscle after lower motor neurone denervation arises from increased sensitivity of the muscle to chemically-induced excitation. This type of excitation may be abolished by quinidine.—D. B. Lindsley (Brown).

832. Pitts, R. F. The function of components of the respiratory complex. *J. Neurophysiol.*, 1942, 5, 403-413.—The objective of this study was to delimit

further the reflex components of the respiratory system. The technique consisted of recording action potentials from single phrenic nerve fibers after brain stem transection, either intercollicularly or through a more caudal level involving acoustic tubercles, trapezoid body, or pons. Sectioning the vagi and varying the carbon dioxide served to delimit the mechanism further. The author concludes that the central respiratory mechanism may be divided into four systems: (1) the bulbar respiratory center-motor neurone system, which regulates depth of inspiration by controlling motor unit impulse frequency and numbers of active units; (2) the vagal inhibitory system and (3) the brain stem inhibitory system, each of which serve parallel functions in the periodic inhibition of the first system; (4) other excitatory and inhibitory systems.—D. B. Lindsley (Brown).

833. Preston, M. G., Brotemarkle, R. G., & Campbell, E. G. Effect of change in motivation upon homogeneity of ergograms. *J. exp. Psychol.*, 1942, 31, 497-504.—Ergograms were obtained from 48 men in two sittings separated by about one week. At the first sitting, records were secured for the right arm, left arm, right middle finger, and left middle finger. Gobey's apparatus and instructions were used for these ergograms. At the second appointment, ergograms were secured from the right arm and right middle finger, then instructions were so altered as to effect a change in incentive level. S's were told that they had done only a little better in the first appointment than the average of 100 women studied last year, and that they ought to be able to do better. Ergograms were then secured for the left arm and the left middle finger in two stages. Mean trait variance and the standard deviation of the distribution were determined. The conclusion reached is "that the homogeneity which exists among ergograms taken from the same person is not attributable to homogeneity of the incentive level existing for that person." The results are compared with those of Gobey.—M. J. Zigler (Wellesley).

834. Richter, C. P. Experimental and clinical studies on the sympathetic innervation of the skin. *J. nerv. ment. Dis.*, 1942, 96, 698-699.—Abstract.

835. Sachs, E. Some observations and experimental studies on the physiology of the ciliary muscle. *Amer. J. Ophthalm.*, 1942, 25, 1277-1292.—The author reports the results of microscopic observation of electrically induced contraction of the ciliary muscle in the excised eyes of dogs and cats. A backward movement of the anterior corneal region of the ciliary body, and a forward movement of the tissue of the posterior part of the ciliary body and the choroid, were observed in both dogs and cats.—D. J. Shaad (Lawrence, Kansas).

836. Wile, I. S. Eye dominance: its nature and treatment. *Arch. Ophthalm.*, Chicago, 1942, 28, 780-790.—Eye dominance is important because of the part it plays "in the total organization of the individual in terms of eye-hand association and coordination in relation to the cortical organization of form

material in its space relationships." Eye dominance and eye-hand coordination were investigated in 50 selected cases of dyslexia among problem children. No monocular nor deaf children were included, and none had an IQ of less than 80. Left eye dominant was found in 62%; uncertain or mixed dominance, in 8%; and right eye dominance, in 30%. Of these last, 12 subjects (80%) had been converted from left-handedness. Therapeutic measures recommended, and successful in 92% of this group, include use of a patch over the dominant left eye, remedial teaching, and emphasis on a kinaesthetic approach.—*M. R. Stoll* (Lowell, Mass.).

[See also abstracts 748, 756, 764, 767, 771, 777, 790, 796, 802, 841, 861, 866, 952, 983, 990, 997.]

#### PSYCHOANALYSIS, DREAMS, HYPNOSIS

837. Garma, A. *El psicoanálisis, presente y perspectivas*. (Psychoanalysis in the present and in perspective.) Buenos Aires: Aniceto Lopez, 1942. Pp. 115.—[Abstracted review; original not seen.] A brief survey is offered of present-day trends, issues, and developments in psychoanalysis. The current status of views on anxiety, libidinal types, instincts, and the superego is given, and special topics, such as infancy, libidinal development, female sexuality, organ neuroses, psychoses, puberty, and therapy, are all discussed with special references to the current literature. The final chapter tells of the work of various psychoanalytic institutes and cites as an illustration the 1940-41 training schedule for the New York Psychoanalytic Institute.—*M. H. Erickson* (Eloise Hospital).

838. Garma, A. *La genesis del super-yo y la angustia*. (The genesis of the superego and anxiety.) *Rev. Psiquiat. Crim., B. Aires*, 1942, 7, 1-10.—Garma's hypothesis is that the superego has a primary, persistent nucleus derived directly from the instinctive life and manifesting itself as an imperative demand for satisfaction of all the instincts. This nucleus is modified by parental influences, forming the Oedipus complex. The first situation generating anxiety is birth. Analogous situations occur when the individual encounters an insuperable accumulation of disagreeable stimuli and experiences imperious unsatisfied desires. He then repeats a type of reaction once adequate but now useful only as a warning. Non-satisfaction of a strong instinct creates a traumatic situation. Persons who repress their instincts sternly are really justified in considering themselves guilty. They have sinned against the primitive superego, and they repent, not of their actions, but that they have not satisfied the primitive superego. Their remorse signifies a wish to commit the act. Masking the situation by the Oedipus complex is the mechanism of depression, which assumes aggression against the parents.—*M. E. Morse* (Baltimore, Md.).

[See also abstract 846.]

#### FUNCTIONAL DISORDERS

839. Alarco, L. F. *La prueba de las asociaciones determinadas y su aplicación en los epilépticos*. (The controlled association test and its application to epileptics.) *Rev. Neuro-Psiquiat., Lima*, 1942, 5, 338-380.—Jung's association method was used with equal groups of epileptics of each sex, and likewise with normal control groups. Epileptics showed a longer reaction time and more tendency toward subjective types of response and toward emotional and formal perseveration. No correlation was observed between epileptic responses and age, frequency of attacks, or types of treatment employed. There were no significant sex differences, except that of a longer reaction time for all females. A detailed history of the association method is given, together with the 100-word test used by the author.—*H. D. Spoerl* (American International College).

840. Baganz, C. N., & Strotz, C. M. So-called "shell shock"; types, etiological factors and means for its prevention. *Milit. Surg.*, 1941, 88, 282-286.—The term is now used only by the laity or derisively as synonymous with malingering or cowardice. When the reaction is not the product of consciousness, it is conversion hysteria. A similar reaction on the conscious level is considered malingering. The modern concepts of neuropsychiatric reactions among soldiers are briefly reviewed. Shell shock in the last war included conversion hysteria, exhaustion delirium, malingering, psychopathic personality, schizophrenia, and manic-depressive insanity.—*M. E. Morse* (Baltimore, Md.).

841. Bourguignon, G. *L'indice chronologique vestibulaire des enfants arriérés. Action de la diélectrolyse de calcium des centres sur leur indice vestibulaire et leur développement intellectuel et physique*. (The vestibular chronologic index of retarded children. Effect of dielectrolysis of calcium of the centers on the vestibular index and the intellectual and physical development of the children.) *C. R. Acad. Sci., Paris*, 1941, 212, 963-966.—See *Biol. Abstr.* 16: 22261.

842. Brawner, J. N. *The mind and its disorders*. Atlanta: W. W. Brown Publishing Co., 1942. Pp. ix + 228. \$3.50.—This book was written to give a simplified, non-technical account of mental disease to aid physicians without psychiatric training. The point of view is strongly organic; precise neural correlates are given for nearly all forms of behavior. Any idea or feeling is considered the result of the excitation of a distinct group of neurons. For example, hypochondriacal ideas are due to the vicarious stimulation of the neural mechanisms located mostly in the postcentral gyri and the adjoining areas of the parietal lobe, which normally inform the subject of the state of being of his body. In discussing mental disease, the author usually defines an abnormality and then briefly states its etiology, symptomatology, neural mechanisms, prognosis, and treatment. About two pages are devoted to a discussion of Freud's theories.—*L. B. Heathers* (Smith).



843. Brickner, R. M. [Chairman.] A memorandum on the selective process in general and on the role of psychiatry in the selective process and in the Armed Forces. New York: New York City Committee on Mental Hygiene, 1942. Also *Amer. J. ment. Def.*, 1942, 47, 132-147.—There is urgent need for immediate action in improving the present situation, and in developing a comprehensive program for mental health within the armed services. Following a brief summary of the experiences of neuropsychiatry in World War I, comprehensive plans of organization and of methods of work for selection, prevention, and treatment in the present situation are discussed. Training centers for psychiatrists inducted into service are recommended.—M. W. Kuensel (Children's Home, Cincinnati, O.).
844. Brown, S. F., & Moren, A. The frequency of stuttering in relation to word length during oral reading. *J. Speech Disorders*, 1942, 7, 153-159.—Longer words (in terms of letters and of syllables) were found more difficult for stutterers than shorter ones. Phonetic difficulty alone does not explain this fact. "A possible explanation for this is found in terms of the greater prominence of longer words and the stutterer's consequent greater desire to avoid stuttering at those points." 32 stutterers served as subjects.—C. V. Hudgins (Clarke School).
845. Cameron, N. The place of mania among the depressions from a biological standpoint. *J. Psychol.*, 1942, 14, 181-195.—In reviewing studies of the biological distinctions between mania and depression, the following conclusions are reached: There seems to be no relation between blood pressure, basal metabolism, blood pressure reaction to adrenalin, blood sugar level after administration of ephedrine, sugar tolerance curves, rate of blood flow, and mood. Differences appear with regard to rate of evacuation of bariumized residue, rate of parotid gland secretion, gastric acidity, and a few blood chemistry measures. No significant differences appear between manic attacks and depressions at biological levels comparing with the gross behavioral differences. Agitated and anxious depressions are apparently much closer biologically to mania than they are to the retarded or deeply preoccupied depressions. Biological contrasts are associated with differences in kind and degree of action rather than mood differences. 39 references.—R. B. Ammons (San Diego).
846. Coriat, I. H. Psychoanalytic interpretation of the mental symptoms of dementia paralytica. *Arch. Neurol. Psychiat.*, Chicago, 1942, 48, 670-672.—Abstract and discussion.
847. Custodio Muñoz, L. Consideraciones sobre higiene mental. (Considerations on mental hygiene.) *Bol. Educ. fis., Santiago de Chile*, 1937, 4, 624-626.—The importance of mental hygiene is presented in statistical terms, and the history of the movement sketched. Official steps should be taken in Chile to establish a functioning mental hygiene program.—H. D. Spoerl (American International College).
848. Custodio Muñoz, L. Higiene mental de la sexualidad. (Mental hygiene of sexuality.) *Bol. Educ. fis., Santiago de Chile*, 1938, 5, 753-758.—Poor mental hygiene in the area of sex is notoriously widespread, the chief responsible factor being improper or lacking sex education. The procedure for basic instruction of young children is described; sexual sentiment, masturbation, abstinence, and family relationships are discussed. Coeducation can prove of considerable value if the school undertakes its proper duties in advancing sex knowledge and correct sexual attitudes.—H. D. Spoerl (American International College).
849. Deacon, K. F. An experiment in the cottage training of low-grade defectives. *Amer. J. ment. Def.*, 1942, 47, 195-202. Also *Train. Sch. Bull.*, 1942, 39, 140-148.—This investigation deals with the extent to which the social competence of 9 idiots and imbeciles under 22 years of age is determined by fundamental aptitudes for learning, by removal of specific barriers to opportunity, and particularly by intensive training over a year's time. Check-ups occurred monthly using the Vineland Social Maturity Scale and a cottage activities chart. All improved in self-help and habits of cleanliness, with gains representing 11-43% of the increase possible. Little improvement took place along lines of communication.—M. W. Kuensel (Children's Home, Cincinnati, O.).
850. Durea, M. A. A comparison of schizophrenia and manic-depressive with reference to emotional maturity. *J. nerv. ment. Dis.*, 1942, 96, 663-667.—The scores of schizophrenics and manic-depressives on the Pressey Interest-Attitude Test were compared with each other and with the scores of a group of normals. The latter consisted of 70 males from adult education classes whose median age was 32. Each clinical group consisted of 35 patients from state hospitals. The median age of the schizophrenics was 29; of the manic-depressives, 52. On the basis of median emotional age scores, both psychotic groups rated as less mature than the control group. On 3 of the 4 parts of the test the schizophrenics rated as less mature than the manic-depressives, but the statistical significance of these differences is not given. In terms of the test's total scores, both groups showed the same amount of overlap with the control group.—L. B. Heathers (Smith).
851. Eisenson, J., & Berry, M. F. The biological aspects of stuttering. *J. genet. Psychol.*, 1942, 61, 147-152.—A survey of the literature on the biological aspects of stuttering suggests "that some stutterers may be constitutionally different persons from most normal speakers. Such a conclusion is to be accepted tentatively."—D. K. Spelt (Mary Baldwin).
852. Finesinger, J. E. Psychiatric components in medical disease: psychosomatic medicine. *New Engl. J. Med.*, 1942, 227, 578-583.—"Psychosomatic medicine deals with medical disturbances in which situational and emotional factors play a role in



either the precipitation or the exacerbation of symptoms. The situations are, as a rule, associated with the unpleasant feelings of fear, anxiety, guilt, resentment, frustration and longing. These illnesses are found in persons who have conflicts in reference to the expression of hostility and anger; most of them do not have the frank symptoms of the psychoneuroses. Many studies indicate that these are people with obsessive tendencies who tend to ruminate over their difficulties and find it impossible to resolve them on account of indecisions. It may be that these tendencies present constant stimuli to the autonomic nervous system and eventually lead to chronic irreversible reactions in the end organs, resulting in a pathologic process. . . . The value of psychotherapy, promising as it seems at present, can be established only through carefully controlled studies. This is the task of the future."—*M. Keller* (Butler Hospital).

853. **Frankel, E.** Community mental hygiene clinics in New Jersey; a statistical review. *Amer. J. ment. Def.*, 1942, 47, 224-230.—Administrative aspects of the state mental hygiene clinic service are emphasized. Community clinics operate out of 3 state mental hospitals, and in 1941 conducted clinics in 37 communities. Summarized are facts concerning clinic attendance; psychiatrists', psychologists', and social workers' work with patients; manner of cooperation with local agencies; types of active and closed cases; classification of cases; and adjustment in completed treatment cases.—*M. W. Kuenzel* (Children's Home, Cincinnati, O.).

854. **Fry, C. C., & Rostow, E. G.** Mental health in college. New York: Commonwealth Fund, 1942. Pp. xix + 365. \$2.00.—Over a 10-year period some 1257 students at Yale University came to the attention of the psychiatric service, either voluntarily or through some external compulsion. Through numerous case studies this report analyzes the problems they presented and the results of the treatment they received. The major headings in which the cases are grouped are: (1) problems of personality growth (family relationships; sexual growth, behavior, and attitudes); (2) reactions to the undergraduate environment (scholastic and social adjustment); and (3) the special problems of the graduate and professional schools students, and of those with serious mental disorders. The "normal" individual constitutes the great majority of those seen by the psychiatrist, but these individuals present problems which definitely require psychiatric guidance.—*G. S. Speer* (Central YMCA College).

855. **Gottschick, J.** Wortfindungsstörungen und amnestische Aphasie. (Vocal disturbances and amnesic aphasia.) *Z. ges. Neurol. Psychiat.*, 1941, 171.—[Abstracted review; original not seen.] Two unlike cases are presented that call for a modification of Goldstein's concept and theory of amnesic aphasia. Both display the central symptom of difficulty in selecting words; but it is concluded that the difficulty is due to different factors, and that amnesic is prior to thought disturbance.—*H. D. Spoerl* (American International College).

856. **Grings, W. W.** The verbal summator technique and abnormal mental states. *J. abnorm. soc. Psychol.*, 1942, 37, 529-545.—The verbal summator test, as devised by Skinner, was administered to schizophrenics, psychoneurotics, and manic-depressives. "All three groups were found to differ significantly in the measure of suggestibility, the psychoneurotic group showing the greatest and the depressed subjects the least degree of suggestibility. Contact differences between the depressed patients and those with schizophrenia were equally indicative, the higher degree of contact being shown by the former. Measures of human and self reference, response length, number of repetitions of stimuli required to elicit a response, and formal and thematic perseveration yielded only slight differences. . . . No neologisms were given by the psychoneurotic subjects. . . . The schizophrenic group showed the greater subjectivity and the depressed group the greater interrogativeness. . . . The largest number of syllable responses were presented by the depressed subjects." The schizophrenic patients had lapses of attention and delay in responding. "The depressed subjects . . . exhibited concern for and some resistance to the situation." The psychoneurotics were skeptical.—*C. H. Johnson* (Portland, Ore.).

857. **Hahn, E. F.** A study of the relationship between stuttering occurrence and phonetic factors in oral reading. *J. Speech Disorders*, 1942, 7, 143-151.—52 adult stutterers were tested to determine whether or not certain sounds and their positions in syllables are more difficult than others for stutterers. Each subject was tested by having him read a 550-word prose selection while a concealed observer marked the stuttering occurrences. Results show that it is possible to arrange speech sounds in an order of difficulty according to median and mean percent of stuttering spasms experienced in relation to each sound. The 5 sounds giving the greatest trouble were *g, d, l, th* (unvoiced), and *ch*. Physical factors in the sounds themselves do not influence the ranking. Consonants give greater difficulty than vowels. Wide individual differences were observed.—*C. V. Hudgins* (Clarke School).

858. **Hunt, W. A., Wittson, C. L., & Harris, H. I.** Temporary mental impairment following a petit mal attack. *J. abnorm. soc. Psychol.*, 1942, 37, 566.—Between the 2nd and 3rd of 4 subtests in a psychometric examination the subject was noted to have a brief flutter of the eyelids and a slight head tremor. On the first two tests his performance indicated dull normal intelligence; on the last two tests, a level bordering on the feeble-minded. When questioned, he admitted having had a slight seizure between the 2nd and 3rd tests.—*C. H. Johnson* (Portland, Ore.).

859. **Kenyon, E. L.** The etiology of stammering: fundamentally a wrong psychophysiologic habit in the control of the vocal cords for the production of an individual speech sound; a beginning presentation. *J. Speech Disorders*, 1942, 7, 97-104.—During speech development, certain children "either through sheer accident, or through emotional excitement,

mistakenly visualize the mental imagery of vocal cord adduction instead of voice production, thus producing vocal cord closure and preventing instead of producing voice." The repetition of this type of reaction forms the habit of stammering. A critical attitude of his associates regarding the speech difficulty results in psychological complications.\* The greater efforts to achieve normal speech tend merely to increase the conflict between the two types of vocal cord action. The author believes that the success of his new method of treatment based on his theory is proof of the latter's accuracy.—C. V. Hudgins (Clarke School).

860. Lehmann, —. *Bemerkungen zur Paranoia-frage*. (Observations on the question of paranoia.) *Psychiat.-neurolog. Wschr.*, 1940, No. 46.—[Abstracted review; original not seen.] In contrast to Wernicke's concept of overvalued ideas, that of overvalued sentiments is more applicable to paranoia as such. The former concept is concerned with distortion of intelligence; paranoia is characterized by narrowing of affect. In paranoia, while prejudice, for example, is readily formed, it may be controlled so as to obviate conflict with the environment. Paranoia is not intimately involved with schizophrenia.—H. D. Spoerl (American International College).

861. Levinson, L. *Narcolepsy*. *Tufts med. J.*, 1942, 9, 46-50.—Narcolepsy, including both paroxysmal sleep and momentary states of motor helplessness known as cataplexy, is described as to symptoms, precipitating causes, physical findings, treatment, prognosis, and etiology. Various theories of sleep are discussed, because the disease is viewed as a quantitative departure from normal sleep. The author concludes that the disease represents "a fundamental disturbance in the activity of what we may provisionally term the sleep center, a group of nerve cell bodies which the weight of evidence leads us to locate bilaterally in the caudal portion of the hypothalamus."—M. S. Wessell (Somerville, Mass.).

862. Lidz, T., Gay J. R., & Tietze C. *Intelligence in cerebral deficit states and schizophrenia measured by Kohs block test*. *Arch. Neurol. Psychiat.*, Chicago, 1942, 48, 568-582.—The performance on the Kohs test is compared with that on a vocabulary test. 20 patients suffering from cerebral lesions with deterioration showed a mean difference of 4.2 MA years between the two tests, all but 2 cases showing a difference in MA of at least 2 years 4 months. 15 patients with schizophrenia showed no significant mean difference, the Kohs MA being in no case as much as 2 years lower. "The excellent performances of the schizophrenic patients on the Kohs test indicate that such patients may be capable of a high order of impersonal abstraction and may show no impairment of general intelligence."—C. K. Trueblood (Cambridge, Mass.).

863. Lindemann, E. *Therapeutic procedures in psychoneurosis*. *New Engl. J. Med.*, 1942, 227, 584-589.—The methods of treating psychoneuroses used in the out-patient department of the Massachusetts General Hospital are described. Of 200

patients who were seen between Oct. 1, 1937 and Oct. 1, 1939 and who were interviewed again one year after discharge, 162 were satisfied with the results of the treatment and 38 considered the treatment a failure. These good results are considered partly due to the fact that patients were selected for treatment who, experience had shown, would be likely to respond favorably. Anxiety states, reactive depressions, and hysteria were found suitable for the type of therapy available in this clinic.—M. Keller (Butler Hospital).

864. MacPherson, D. J. *The diagnosis of the psychoneuroses*. *New Eng. J. Med.*, 1942, 227, 575-577.—The following tendencies are found common to many neurotics: strong subjective bias, difficulty in enduring the tension of a delay between impulse and satisfaction, hesitancy in acting on independent opinions, inability to achieve normal sexual adjustment. The problems of differential diagnosis are discussed.—M. Keller (Butler Hospital).

865. Magaret, A. *Parallels in the behavior of schizophrenics, paretics, and pre-senile non-psychotics*. *J. abnorm. soc. Psychol.*, 1942, 37, 511-528.—Scores on the 11 subtests of the Wechsler-Bellevue were obtained for 80 schizophrenics, 40 paretics, and 210 non-psychotic adults. Differences were found between schizophrenics and non-psychotics on 8 tests: information, comprehension, arithmetic reasoning, vocabulary, picture completion, picture arrangement, object assembly, and digit-symbol substitution. Vocabulary and digit-symbol substitution were found to differentiate between paretics and non-psychotics. "The only conclusion warranted is that certain tests of the scale are sensitive to whatever changes in the organism occur similarly in schizophrenia, general paresis, and increasing age."—C. H. Johnson (Portland, Ore.).

866. Malamud, W. *The psychiatric aspects of the problems of old age*. *Tufts med. J.*, 1942, 9, 30-34.—The recent increase in the proportion of old people in the population is resulting in a corresponding increase in the number of elderly patients suffering from diseases due to arteriosclerosis and senility. Recent studies indicate: (1) the lack of one-to-one relation between organic lesions and the clinical picture, (2) the apparent importance of personality organization and social stress in the development of the maladjustment. Further investigations are needed concerning organic changes, the psychodynamics of the symptoms produced, normal old people, social changes which will make easier the adjustments of old people.—M. S. Wessell (Somerville, Mass.).

867. Morales, N. *The social competence of idiots*. *Amer. J. ment. Def.*, 1942, 47, 209-214.—According to findings on the Vineland Social Maturity Scale the highest performance of idiots occurs in self-help activities (dressing, eating, personal cleanliness). In the 154 S's studied, social ages ranged from .24 years to 3.6 years. Repeated examinations of 14 S's over a 5-year period revealed



relatively little improvement, undoubtedly due to the fact that their median CA was 20 years. Both blindness and crippling seriously affect social competence, especially the former. Constant training is required to maintain activities already acquired by idiots.—*M. W. Kuensel* (Children's Home, Cincinnati, O.).

868. Nielsen, J. M. Epitome of agnosia, apraxia, and aphasia with proposed physiologic-anatomic nomenclature. *J. Speech Disorders*, 1942, 7, 105-141.—Confusion in existing nomenclature prompted the author to propose a new system through organizing present knowledge. "The terms agnosia, apraxia, and aphasia can be retained with slightly modified definitions. The greatest single change suggested is one of the concept of the function of the minor cerebral hemisphere in language." The term dominant hemisphere is discarded, and the terms major and minor are used in reference to the hemispheres. Specific language functions of all the cerebral areas are reviewed. The proposed system of nomenclature contains 87 terms, which are presented along with their definitions, the location of lesions, and the old terminology.—*C. V. Hudgins* (Clarke School).

869. O'Brien, F. J. Psychiatry and education. *Arch. Neurol. Psychiat.*, Chicago, 1942, 48, 845-850.—Abstract and discussion.

870. Robbins, S. D. Importance of sensory training in speech therapy. *J. Speech Disorders*, 1942, 7, 183-188.—Speech defects in children such as sound substitution, elision, and delayed speech are caused by a short auditory memory span which retards speech development. The fact that speech sounds vary over a wide range of acoustic power adds to the difficulty. A review of the literature in this field and experiments described by the author support this view. Tests for determining the auditory memory span of children are described along with data which show that whole syllables are superior to individual speech sounds and digits as test materials. Methods of training the auditory memory span are suggested as a part of speech therapy.—*C. V. Hudgins* (Clarke School).

871. Shaskan, D., Yarnell, H., & Alper, K. Physical, psychiatric and psychometric studies of post-encephalitic Parkinsonism. *Arch. Neurol. Psychiat.*, Chicago, 1942, 48, 666-668.—Abstract and discussion.

872. Shaskan, D., Yarnell, H., & Alper, K. Physical, psychiatric and psychometric studies of post-encephalitic Parkinsonism. *J. nerv. ment. Dis.*, 1942, 96, 653-662.—27 patients were followed over a period of 1½ years. Medication with large doses of atropine, hyoscine, or stramonium caused a decrease in tremor. 12 of these patients were interviewed once by a psychiatrist, and 10 of them were given the Bellevue-Wechsler, the Goodenough drawing of a man, the Gestalt drawings used by Bender, and the Rorschach tests. Most of the patients interviewed had insecure childhoods, were poorly adjusted before their illnesses, and adjusted perhaps too

easily to the limitations imposed by their illnesses. On the psychological tests all of the patients showed deterioration. The defects reported were similar to those which usually characterize organic cases. The Rorschach records revealed greater anxiety and depression than had appeared during the psychiatric interviews. They also suggested that emotional and intellectual impairment had occurred.—*L. B. Heathers* (Smith).

873. Strauss, A. A., & Werner, H. Experimental analysis of the clinical symptom "perseveration" in mentally retarded children. *Amer. J. ment. Def.*, 1942, 47, 185-188.—Several different types of experiments resulted in both quantitative and qualitative differences in the perseverations of exogenous and endogenous types of mental defectives. Repetitive and delayed perseverations seem truly specific to the brain-injured child. Pedagogical methods devised to help children overcome blocking due to perseveration are illustrated. Generally, blocking can be avoided by adequate change of situation and material.—*M. W. Kuensel* (Children's Home, Cincinnati, O.).

874. Wearne, R. G. A study of the first hundred consecutive admissions to Wassau State School in the year 1935. *Amer. J. ment. Def.*, 1942, 47, 231-235.—This study describes the type of mental defective admitted, reasons for institutionalization, training received, and types of children successfully discharged. 10 of the 34 who returned to their communities have adjusted successfully.—*M. W. Kuensel* (Children's Home, Cincinnati, O.).

875. Williams, V. P. The neuroses in war. *New Eng. J. Med.*, 1942, 226, 302-306.—War neuroses are discussed with regard to etiology and prophylaxis, types of reaction, psychopathology, and treatment. Civilian reactions are also considered. As in the last war, the types and patterns of reaction are like those encountered in peacetime although the precipitating factors may differ.—*M. Keller* (Butler Hospital).

876. Woltman, H. W. Neuropsychiatric geriatrics. *Arch. Ophthalm.*, Chicago, 1942, 28, 791-801.—Records of 200 patients over 60 years of age referred to the neurologic department of the Mayo Clinic were analyzed. In spite of the frequent neural pathological changes found in such a group, there appeared to be little correlation between intensity of clinical disability and pathological changes. A high incidence of neurosis was indicated. After analyzing the frequency of different complaints associated with disorders occurring most often, the author concludes that "all assets are seldom lost through age alone," and recommends measures designed to prevent the frustration of the aged caused by enforced early retirement, dependency, and isolation.—*M. R. Stoll* (Lowell, Mass.).

877. Yerbury, E. C. The relation of speech disorders to emotional disturbances. *J. Pediat.*, 1942, 21, 412-415.—Cases of speech disorders referred to child guidance clinics fall into two general classifications: stammering and unintelligibility. Purely

functional cases are correctly described as baby talk, since they represent immaturity in development of motor skills. The etiology of stammering has not been determined, although secondarily the motor difficulty becomes entangled with emotional reactions. Illustrative cases are reported to show that speech difficulties are not independent problems to be corrected solely by speech training, but require also psychiatric and social therapy.—*M. E. Morse* (Baltimore, Md.).

[See also abstracts 807, 819, 936, 939, 965, 982, 983, 988, 989, 998, 1004, 1010.]

#### PERSONALITY AND CHARACTER

878. Bateson, G. Some systematic approaches to the study of culture and personality. *Character & Pers.*, 1942, 11, 76-82.—"Some degree of uniformity of character structure occurs among the individuals who participate in any given set of cultural behavior, and gradually we are building a vocabulary which shall be sufficiently abstract to describe these uniformities." An adequate vocabulary for such a purpose must transcend differences in life history, class, and hereditary make-up. (1) It is based upon contexts of learning, the significance of which in turn is based upon the assumption that the learner not only acquires the specific behavior, but also acquires the expectation that the universe will be structured in the same terms as the context in which the learning took place. (2) It is based upon the elements of interpersonal behavior, such as boasting contests, dominance-submission, succor-dependence. (3) It is based upon combinations of elements of interpersonal behavior. This is illustrated by the boastful, exhibitionistic attitude of American children while still maintaining a position of subordination and dependence in relation to their parents.—*M. O. Wilson* (Oklahoma).

879. Bellak, L., & Jacques, E. On the problem of dynamic conceptualization in case studies. *Character & Pers.*, 1942, 11, 20-39.—A case study should involve a consideration of interactive factors at all levels of integration without bias from preconceptions as to the importance of any given set of facts. The study presents the results of two case studies at the Harvard Psychological Clinic. The levels of integration considered are the biological, the social, and the psychological. Difficulties entailed in making interpretations at the biological level in the absence of organic pathology are readily admitted. Bibliography of 21 titles.—*M. O. Wilson* (Oklahoma).

880. Fay, P. J., & Middleton, W. C. Measurement of the persuasiveness of the transcribed voice. *J. Psychol.*, 1942, 14, 259-267.—The same general procedure was used in each of three experiments: Statements of opinion were equated as to percentage of acceptance, and then heard read over a public address system by different voices; persuasiveness was measured by comparing percentage of acceptance of the statements as heard and as presented for the original equating. In all 3 experiments sig-

nificant differences were found between the persuasiveness of the different speakers. The test is statistically reliable.—*R. B. Ammons* (San Diego).

881. Freeman, G. L., Manson, G. E., Katzoff, E. T., & Pathman, J. H. The stress interview. *J. abnom. soc. Psychol.*, 1942, 37, 427-447.—The stress interview was used in connection with tests given to police officers. A situation was created in which each individual, highly motivated to be successful because he believed that a job was at stake, was placed on the defensive and deliberately confused as to his progress on certain tests. The interview scores did not correlate highly with the results on the Otis intelligence test. There was a positive correlation with judgments made by persons well-acquainted with each candidate's field performance. The usual procedure by which conventional ratings are obtained inadvertently emphasizes behavior in non-stress situations. Conventional rating procedures appeared to be the least predictive with reference to the direction and extent of change in behavior from non-stress to stress situations.—*C. H. Johnson* (Portland, Ore.).

882. Harrower-Erickson, M. R. Group test techniques: a discussion of an eclectic group method. *Rorschach Res. Exch.*, 1942, 6, 147-152.—The eclectic group method of Lindner and Chapman (see 17: 884) can not "be considered an alternative method nor one with a wider range of applicability." Rather it has introduced certain complications of its own and has, in several respects, deviated from the essence of the Rorschach method per se. The most significant finding, an increase in *W* responses, is at marked variance with previous reports by Hertzman, and Harrower-Erickson and Steiner. It is probably due to the fact that the exposure time of the slides is too short to permit the elicitation of expected normal detail responses.—*E. M. L. Burchard* (Temple).

883. Hertz, M. R. Comments on the standardization of the Rorschach group method. *Rorschach Res. Exch.*, 1942, 6, 153-159.—The practice at the Brush Foundation with respect to the use of a trial blot, slide rotation, exposure time, nature of the inquiry, and location of responses is described and compared with the practices advocated by Harrower-Erickson, and Lindner and Chapman. More co-operative studies for standardization of material and method are urgently needed, together with objective evaluation of various devices. The experimental approach should be emphasized.—*E. M. L. Burchard* (Temple).

884. Lindner, R. M., & Chapman, K. W. An eclectic group method. *Rorschach Res. Exch.*, 1942, 6, 139-146.—The authors found current practices in group Rorschach inadequate for preliminary screening of large groups of convicts in federal institutions. Therefore they developed an "eclectic group method" which differs in several respects from the usual group procedures. The details of these deviations are described with respect to preparation of the slides, illumination of the testing room, seating arrange-



ments, use of orientation blot, concept location, inquiry, and scoring. Results are presented for two equated groups of 50 subjects, one normal, the other psychopathic. All subjects first participated in the group experiment and one month later were recalled for individual testing. Correlations between the two tests for 29 signs were sufficiently high to declare the group method an adequate screening device for this type of population. The most important difference was in an increase of *W* over detail responses in the group method. Other differences for several signs between the two groups and within each group in the two situations may have resulted from instability of the psychopathic subjects, the method of presentation, or a combination of the two.—*E. M. L. Burchard* (Temple).

885. Maslow, A. H. Self-esteem (dominance-feeling) and sexuality in women. *J. soc. Psychol.*, 1942, 16, 259-294.—"Using a clinical-experimental methodology, combined with certain quantitative ratings, the general conclusion was reached from both quantitative and qualitative data that sexual behavior and attitudes were much more closely related to dominance-feeling than to sheer sexual drive in our subjects. This same conclusion had been drawn for infra-human primates in previous investigations. . . . The most important difference pointed out between monkeys and humans was that in the extent of internalization of social inhibitions."—*F. W. Finger* (Virginia).

886. Piotrowski, Z. A. The modifiability of personality as revealed by the Rorschach method: methodological considerations. *Rorschach Res. Exch.*, 1942, 6, 160-167.—Correct interpretation of different results upon re-examination of a subject depends upon a clear understanding of the problem of the modifiability of personality as revealed by the Rorschach. This problem involves four questions: (1) What components provide a valid estimate of latent personality? (2) Which components indicate the latent traits which are manifested by the subject in his active life? (3) Which components indicate the possibility and nature of a real change in the manifest personality? (4) How much is known about possibilities and nature of a real change in latent personality? The first two questions concern reliability and validity of the method; the latter two, prognosis or real change in personality. A final solution of any of these depends upon complete solution of the preceding. Considerable progress has been made, and some valid predictions of personality development can already be made.—*E. M. L. Burchard* (Temple).

887. Rosenzweig, S., & Sarason, S. An experimental study of the triadic hypothesis: reaction to frustration, ego-defense and hypnotizability. *Character & Pers.*, 1942, 11, 1-19.—The triadic hypothesis assumes that hypnotizability is positively associated with repression as a preferred mechanism of defense and with impunitiveness as an immediate reaction to frustration. As a corollary, nonhypnotizability is associated with other defense mechanisms such as

displacement and projection, and with other reactions to frustration, such as intropunitiveness and extrapunitiveness. Tests were designed to measure the degree of repression, the reaction to frustration, and the degree of hypnotizability. One to three groups of college students were used as subjects, and the following *r*'s were obtained: suggestibility-repression, .25, .47; hypnotizability-repression, .66; repression-impunitiveness, .19, .39, .54. The multiple correlation coefficients were: repression and impunitiveness with hypnotizability, .75; impunitiveness and repression with hypnotizability, .78; hypnotizability and impunitiveness with repression, .83. Individuals who did not use repression were extrapunitive and nonhypnotizable. Thus it is shown that the triadic components are positively associated.—*M. O. Wilson* (Oklahoma).

888. Segal, M. E. Military qualifications of egoistic type. *Milit. Surg.*, 1942, 91, 577-578.—Although egoism is a condition of abnormal libidization, the egoist is not inclined to neuroticism; he has high standards, and the resultant greater exposure to failure might eventually produce pessimism and cynicism. Provided other elements of personality are intact, the egoistic recruit would be apt to face death for his ideals. The recruit to watch is the apron-string type, who is liable to anxiety and depression on severance from home.—*M. E. Morse* (Baltimore, Md.).

889. Traxler, A. E. The use of tests and rating devices in the appraisal of personality. *Educ. Rec. Bull.*, 1942, No. 23. (Rev.) Pp. 74.—The author has slightly revised and brought up to date with additional references the original edition of 1938. Bibliography of 259 titles.—*E. M. L. Burchard* (Temple).

[See also abstracts 821, 826, 856, 963, 994, 1003, 1007.]

## GENERAL SOCIAL PROCESSES

(incl. Esthetics)

890. Adams, D. K. A note on societies. *Character & Pers.*, 1942, 11, 50-63.—The thesis presented is that the common good is the individual good and not that the common good should merely come before the individual good. To the extent that this point of view prevails in a society that society is democratic. Operation of this principle is illustrated in the play of children, in the attitude and reactions of Pennsylvania hunters toward their game laws, in the behavior of the American motorists on the highways, in the reciprocal trade agreements of today, in the development of the British Empire into a commonwealth of nations, etc. It is violated in such institutions as the autocratic home and the totalitarian states. American democratic-capitalistic society is working toward an application of this principle, slowly, and in ways and in areas of society least realized at the time. Democracy is bound to win. Through stupidity and lack of insight this can be delayed but not prevented.—*M. O. Wilson* (Oklahoma).

891. Becker, H., & Hill, R. [Eds.] *Marriage and the family*. Boston: Heath, 1942. Pp. xxii + 663. \$4.00.—This textbook is designed as a tool book, and each chapter includes lists of selected readings and topics for discussion or reports. It is of the symposium type and contains chapters on: changing societies, by H. Becker; biological factors, by A. I. Hallowell and E. L. Reynolds; 3 chapters on history, by H. S. Mekeel, R. Smith, and W. Goodsell, respectively; contemporary family types, by K. Davis; personality, by R. Bain; love and courtship, by J. K. Folsom; assortative mating and marital stability, by M. H. Kuhn; engagement, by M. N. Kuhn; heredity and eugenics, by H. M. Parshley; physical aspects, by E. S. Gordon; prenatal care and childbirth, by E. Gentry; the first year of marriage and the growth of solidarity, by D. S. Klais; adjustment, by N. Carpenter; conflict, by H. R. Mowrer; money, by H. F. Bigelow; family administration, by F. Watson and A. Watson; shelter, by E. Pickering; parent-child interaction, by K. W. Taylor; religion, by R. Smith; family crises, by T. D. Eliot; divorce, by M. A. Elliott; war, by J. H. S. Bossard; declining birth rate, by H. P. Fairchild (with an appendix on contemporary population planning, by A. Skaug); and the future of the family, by R. Hill.—L. H. McCabe (Cambridge, Mass.).

892. Bellak, L. The nature of slogans. *J. abnorm. soc. Psychol.*, 1942, 37, 496-510.—The word "slogan" should be reserved "for such directive phrases as have the characteristics of brevity and timeliness, use the imperative, are identified with a certain group, and can be considered essentially as battle- or rallying-cries." Certain factors, such as prestige of the originator of the slogan, may influence its effectiveness. A change of sentiment or satiation with a certain slogan often limits the lifetime of a slogan. Some current slogans are analyzed and discussed.—C. H. Johnson (Portland, Ore.).

893. Billings, E. L. The influence of a social-studies experiment on student attitudes. *Sch. & Soc.*, 1942, 56, 557-560.—In order to make the subject matter of sociology more vital, a chosen group of 26 students in 1939 at Colby Junior College had a weekly seminar on social problems, a week-end round table conference, and a field trip through the eastern and southern states with supervised visits to various communities and progressive schools. Before and after this period and also 3 years later the Scale of Beliefs or the 8-year study of the PEA was administered. The results show an increase in liberalism following the seminar, although the seminar group was more liberal at the beginning than the control group. After 3 years there was greater conservatism regarding race, labor, nationalism, and militarism and to a less degree democracy, although liberalism regarding economic relations increased. This was true of the control groups also, in most cases to a greater degree. Liberalism correlated .44 with scores on the ACE examination.—M. Lee (Chicago, Ill.).

894. Cantey, E., & Mull, H. K. A comparison of freshmen and seniors in a liberal arts college in respect of their understanding of social issues. *J. soc. Psychol.*, 1942, 16, 335-339.—Use of Gundlach's questionnaire revealed that Sweet Briar College seniors are more liberal, progressive, democratic in their attitudes on social issues than are freshmen. The writers postulate that at least some of this change is due to the college teaching program in force.—F. W. Finger (Virginia).

895. Erickson, S. C. A skeptical note on the use of attitude scales toward war: I. In 1940, 1941. *J. soc. Psychol.*, 1942, 16, 229-242.—Peterson's attitude toward war scale was given to groups of college students in 1940 and 1941. The attitude score was practically the same on the 2 administrations, and not appreciably different from scores reported by all similar surveys since 1932. On the other hand, 3 supplementary questions of more specific nature indicated a marked shift in attitude toward militarism. This discrepancy leads to the conclusion that "the Thurstone type of attitude scales (Peterson and Droba) is too general and abstract in its reference to be practical or valid as a measure of contemporary specific war attitudes."—F. W. Finger (Virginia).

896. Ferguson, L. W. The isolation and measurement of nationalism. *J. soc. Psychol.*, 1942, 16, 215-228.—By use of factor analysis and by reference to the previously-isolated social attitudes of religionism and humanitarianism, the writer isolated a third primary attitude described by scales for the measurement of attitudes toward communism, law, censorship, and patriotism. A scale for the measurement of this factor (called tentatively nationalism) was constructed, with reliability of .88 and validity of .90.—F. W. Finger (Virginia).

897. Ford, C. S. Culture and human behavior. *Sci. Mon.*, N. Y., 1942, 55, 546-557.—Human behavior is acquired according to the principles of learning which operate in situations providing cues. Learning influences drives, limits possible responses, takes place only when an organism is faced by a problem, that is when "the drive-specifications are not immediately met by the existing situation" so that the conditions of the situation must be changed "to bring about a rewarding situation i.e., one which will fit the drive-specifications." "Those responses which are consistently followed by successful changes in conditions are the ones which are learned and persist. Culture, therefore, is composed of responses which have been accepted because they have met with success; in brief, culture consists of learned problem-solutions."—E. Girden (Brooklyn).

898. Geoghegan, J. Morale. *Nature*, Lond., 1942, 150, 9-12.—"Morale is a feeling of confidence and competence in the conduct of an enterprise." It involves identification with the leaders and the goal of the enterprise. The factors tending to increase morale are: (1) the sense of unity through contact with others involved in the same enterprise, (2) the feeling of confidence gained through being



convinced of the rightness and ultimate success of the undertaking involved, and (3) the feeling of competence derived through working with the tools "we" use, together with the added social prestige gained in associations with colleagues, receipt of attentions of the opposite sex. These three factors intimately interact. Some of the factors tending to decrease morale are: (1) chronic fatigue due to overwork and lack of proper nutrition, (2) fear, due mostly to isolation and physical stress, and (3) inertia and depression, due mostly to monotony and inactivity. "The stability and resolution of the Allies may be set against the plasticity and discipline of the Axis peoples. That on the whole the balance would appear to favor the former need not encourage neglect of a factor of increasing, perhaps ultimate, importance."—R. L. Solomon (Brown).

899. George, A. J. *Propaganda and the modern-language teacher*. *Sch. & Soc.*, 1942, 56, 565-569.—The old propaganda of content, mixing fact and fancy, no longer convinces. The new propaganda depends on a new grammar in which nouns personify ideas; only a few of the simplest verbs are ever used and then only in the indicative or imperative mood. The emotions of the reader are so aroused by the sonorosity of the nouns and adjectives that he cannot think analytically. The language teacher can guard the student against this hocus-pocus by emphasizing that good grammar is necessary for logical argumentation.—M. Lee (Chicago, Ill.).

900. Gundlach, R. H. *The psychological bases for permanent peace*. *J. soc. Psychol.*, 1942, 16, 297-334.—Our society emphasizes the emotional attitudes of dominance and mastery. It is highly improbable that attitudes either of love or anger can be eliminated. However, we should be able "to arrange our society so that our love is expressed with regard to people and anger directed against 'things'." Institutions that encourage success through the dominance of man by man are unfortunate: "Our goal must be a society where exploitation of human beings is impossible."—F. W. Finger (Virginia).

901. Hunter, E. C. *Changes in general attitudes of women students during four years in college*. *J. soc. Psychol.*, 1942, 16, 243-257.—"Representative women students in a small, southern, Liberal Arts College increased significantly in liberal attitudes and beliefs from the beginning of their freshman year to the end of their senior year as measured by the Hunter Test of Social Attitudes. The largest and most reliable gains were made on racial, economic, social, and government issues. No change was found between freshman and senior years on religious questions."—F. W. Finger (Virginia).

902. Klineberg, O. *Race prejudice and the war*. *Ann. Amer. Acad. polit. soc. Sci.*, 1942, 223, 190-198.—Since the U. S. joined the war, some factors have made for decrease in race prejudice, notably a growing realization that democracy begins at home, a greater cohesion through united effort, and the necessity for full cooperation from minorities. But

anti-Semitism is nurtured by enemy propaganda, and white-Negro friction can develop from increasing contacts in industry and the armed forces. Little prejudice has so far been directed against German and Italian nationals, though existing prejudices against the Japanese have been accentuated. Evidence does not show appreciable increase in anti-Semitism since 1933. Negro morale is improving as discriminations are removed. Future prospects are surveyed and research suggestions added.—S. S. Sargent (Barnard).

903. Kluckhohn, C. *Patterning as exemplified in Navaho culture*. In Spier, L., *Language, culture, and personality; essays in memory of Edward Sapir*. Menasha, Wis.: Sapir Memorial Publication Fund, 1941. Pp. 109-130.—This article aims to clarify terms dealing with culture patterns. A pattern is described as a structure of behavioral uniformities which are cultural rather than individual. These patterns are strictly overt behavior and fall into one of two major classes: the ideal pattern, with which an element of preference or necessity is associated in the culture, or the behavior pattern which contains no social sanction and may be one or more of a series of modes of conduct possible within the culture. Patterns are contrasted with configurations which are higher orders of abstraction, frequently in the form of motives or value attitudes ascribed to the culture bearers.—L. M. Hanks, Jr. (Bennington).

904. Kluckhohn, C. *Myths and rituals: a general theory*. *Harv. theol. Rev.*, 1942, 35, 45-79.—The question of whether myths give rise to ritual or ritual to myths is reviewed, and the stand is taken that neither is always primary. Instead, myths and rituals are viewed as related responses to a culturally indicated anxiety over events beyond rational control. The ritual is a repetitive activity in response to a particular threat, while the myth is the rationalization of this activity. The two together thus furnish security systems for the ego, provide means of sublimating in-group aggression, restore individuals to in-group solidarity, and furnish a method of social action against recognized threats.—L. M. Hanks, Jr. (Bennington).

905. Montagu, M. F. A. *Man's most dangerous myth: the fallacy of race*. New York: Columbia University Press, 1942. Pp. xi + 216. \$2.25.—Attempts to classify mankind into so-called "races" have failed because they have been unscientific, too arbitrary, and based upon misconceptions of the nature of the classified variables. No ethnic group is pure or superior to another. The 5 or 6 great divisions of mankind differ only because of the frequency of the distribution of variables appearing in each one. Men have been discriminated against on grounds of "racial" differences without any biological justification. "Caste" and "ethnic groups" should replace "race" with reference to cultural and biological contexts respectively. Instead of harmful effects human hybridization constitutes one of the greatest creative powers of mankind. Racial prejudices which are socially determined reflect unde-

veloped personalities. New educational methods are needed to solve such problems. The genesis of racial attitudes and the belief in the inevitability of war along with other extensions of racial mythology are rooted in the inadequacies of educational practices, social and economic conditions, and in emotional immaturity, all of which offer a challenge for democracy and for those who shape future world peace.—*P. S. de Q. Cabot* (Simmons).

906. **Pinilla, N.** *Bibliografía de estética*. (Bibliography of aesthetics.) *Bol. Educ. fis., Santiago de Chile*, 1939, 6, 854-864.—Classified list of about 350 titles, under the following headings: systematic aesthetics, psychological aesthetics, sociological aesthetics, axiology, literary aesthetics, and plastic arts.—*H. D. Spoerl* (American International College).

907. **Rugg, D., & Cantril, H.** The wording of questions in public opinion polls. *J. abnorm. soc. Psychol.*, 1942, 37, 469-495.—"The extent to which the wording of questions affects the answers obtained depends almost entirely on the degree to which the respondent's mental context is solidly structured." People who lack reliable and consistent frames of reference "are highly suggestible to the implication of phrases, statements, innuendoes, or symbols of any kind that may serve as clues to help them make up their minds." Questions which bluntly state some deviation from an established norm are less likely to receive favorable replies than questions which imply the same deviation but state it more by implication. Where a new and somewhat complicated problem is to be posed about which people have thought little, the free-answer type of question should be used. "The split-ballot technique should be used wherever possible in order to test the stability and consistency of opinion by noting the effect of . . . variation between free and prescribed responses." Responses to many single questions asked by the polls should be compared with responses to other questions which place the same issue in different contingencies.—*C. H. Johnson* (Portland, Ore.).

908. **Sappenfield, B. R.** The attitudes and attitude estimates of Catholic, Protestant, and Jewish students. *J. soc. Psychol.*, 1942, 16, 173-197.—The attitudes of members of the 3 religious groups toward war, communism, and birth control were measured, and ratings of conservatism-radicalism made. Comparisons are drawn between actual measured attitudes of each group and the attitudes that were imputed to the 3 groups by the various individuals.—*F. W. Finger* (Virginia).

909. **Spence, R. B.** Psychological problems in winning the peace. *Teach. Coll. Rec.*, 1942, 44, 100-109.—The importance of planning for postwar reconstruction is stressed, with emphasis on the problems resulting from hatred and fear, exhaustion, nationalism, and ignorance. Postwar emergency needs include planning for policing and feeding the world, and for providing adequate health protection and useful work activities for the interim period.—*L. Birdsall* (College Entrance Examination Board).

910. **Stagner, R.** A note on education and international attitudes. *J. soc. Psychol.*, 1942, 16, 341-345.—"140 summer session students shifted their mean attitudes in the direction of internationalism as a result of a series of 18 lectures, 16 of which presented evidence favoring the international position. There was a decline (of dubious reliability) in the proportion of uncertainty. The topic on which the most significant shifts occurred was that which had been treated in the most emotional manner."—*F. W. Finger* (Virginia).

[See also abstracts 804, 809, 878, 885, 944, 947, 964, 992, 1000, 1007, 1012, 1016, 1018, 1019.]

## CRIME AND DELINQUENCY

911. **Fontán Balestra, C.** Educación y delito. (Education and crime.) *Rev. Psiquiat. Crim., B. Aires*, 1942, 7, 129-138.—A criminal act must be considered in connection with the individual's previous experiences. The role of education is to facilitate the acquisition of positive social experiences. Home and school conditions which predispose to juvenile delinquency are reviewed, with stress on the moral and psychological situations surrounding poverty and the great importance of inferiority feelings in retarded pupils.—*M. E. Morse* (Baltimore, Md.).

912. **Harris, D. B.** A play activities blank as a measure of delinquency in boys. *J. abnorm. soc. Psychol.*, 1942, 37, 546-559.—"(1) The construction of a questionnaire rating scale to investigate teenage boys' play practices has been found feasible. (2) Certain items in a long list of play activities have been found to discriminate sharply between delinquent and nondelinquent boys. . . . (5) The data indicate that the delinquent individual's play life frequently involves activities which society views as transgressions. Nonparticipation in those activities which are significant for delinquency appears to be more indicative of nondelinquency than does participation in socially accepted or desirable play forms. (6) The Play Activities Blank is considered to be of some value for screening out boys who need special attention from school guidance and recreational services."—*C. H. Johnson* (Portland, Ore.).

913. **Klimpel Alvarado, F.** Factores sociales de la delinquencia femenina en Chile. (Social factors in female delinquency in Chile.) *Rev. Psiquiat. Crim., B. Aires*, 1942, 7, 113-128.—The root of woman's delinquency in Chile is the accepted idea of her intellectual and social inferiority, her dependence and lack of directing social influence. Most of the women delinquents are workers, domestics, and women without occupation or economic support; below the cultural average of the population; petty, casual offenders. Their most frequent delinquencies are theft, intoxication, breaking liquor laws, vagrancy, and offenses against morals. The determining factors are poverty, the most important, ig-



norance, and disturbances of the sex instinct. Woman's economic position differs entirely from that of even the poorest and most ignorant man. The indignant man turns to crime; the woman, to prostitution, which, although not criminal, is a powerful determinant of crime. Education undoubtedly attenuates antisocial tendencies, but the primary instruction compulsory in Chile has no effect on character formation. Distortions of the sexual instinct are seen particularly among young women in crimes of passion, concealment of pregnancy, and deceiving men.—*M. E. Morse* (Baltimore, Md.).

914. Lafora, G. R. *Análisis psicopatológico del estrangulador Gregorio Cárdenas*. (Psychopathological analysis of the strangler Gregorio Cárdenas.) *Criminalia, Méx.*, 1942, 9, 106-117.—The case history of Cárdenas, a chemistry student who strangled several women, shows epileptic antecedents and considerable maladjustment in childhood. The crimes, belonging clearly to the class of epileptic expressions, were never directly motivated by sex, and were distinct from sadistic assaults. One epileptoid characteristic was the faithfully detailed reproduction, in successive instances, of the stranglings, in connection with a typical clouding of consciousness and a neurotic sensitivity. Other cases in the literature are compared.—*H. D. Spoerl* (American International College).

915. [Various.] *Eleventh annual conference on delinquency prevention, sponsored by the Division for Delinquency Prevention, in cooperation with the Big Brothers and Sisters Association of Illinois. Annu. Conf. Delinq. Prevent.*, 1942, 11. Pp. xviii + 222.—This monograph presents the 24 papers read at the conference during seven sessions devoted to consideration of reactions of youth to the present crisis, community planning and projects, problems of education and religion in dealing with youth, problems of delinquency prevention, and problems of youth in wartime. Of particular interest to psychologists are papers by Mandel Sherman, J. J. B. Morgan, F. C. Rosecrance, Carrol Sudler, F. C. Vonachen, and J. S. Plant. Foreword by M. L. Reymert.—*G. S. Speer* (Central YMCA College).

916. [Various.] *Segundo congreso latino americano de criminología*. (Second Latin American congress of criminology.) *Congr. lat. amer. Criminol.*, 1941, 2. Pp. 467.—[Abstracted review; original not seen.] Besides convention business this volume reports sessions on the following topics: economic crimes, rights during proceedings, legal classification of mental disorders, responsibility, eugenics, psychoanalysis and criminology, specialized penal treatment, conditional freedom.—*H. D. Spoerl* (American International College).

917. Waud, S. P. *Malingering*. *Milit. Surg.*, 1942, 91, 535-538.—Malingering, a criminal act, must be distinguished from an involuntary functional ailment and from "goldbricking," i.e. small ways of getting out of duty. When the army is not in the field, the frequency of goldbricking is appal-

ling, but malingering is rare. As the men approach war duty, the situation is reversed. Malingering is found most often at the examination of draftees, next, during the first year of service or among men who have been disciplined. Seasoned soldiers seldom malingers, but they are deterred, not by self-respect, but by fear of detection. Fear is the chief cause during war, and afterward, hope of a pension. The motivation should be determined through investigation of the instinctive life. An inquiry into personal problems may be more effective than punishment. The method of dealing with the soldier should be decided after consultation with the medical officer. Goldbricking should be drastically discouraged, since the goldbricker of today becomes the malingering of tomorrow. The best method of preventing malingering is the development of excellent discipline during the training period.—*M. E. Morse* (Baltimore, Md.).

[See also abstract 884.]

#### INDUSTRIAL AND PERSONNEL PROBLEMS

918. Carson, L. D. *Otolaryngological aspects of aviation*. *Laryngoscope, St Louis*, 1942, 52, 704-716.—"Higher noise levels which have resulted from more powerful engines, longer propellers, and higher speeds, do produce temporary auditory fatigue. Hearing is measurably impaired for considerable periods of time following prolonged flights. . . . Air conduction of sound is probably not markedly affected by change of atmospheric density, but the production of voice sounds is, and this represents one of our current problems in communication over aircraft radio. . . . Pilots who show evidence of hearing loss after years of flying usually show this loss in the range of frequencies 1024 to 4096 or higher. . . . In learning to fly, one must learn to ignore most of those stimuli upon which, as a terrestrial being, he has placed his chief reliance, and to substitute therefore a completely visual adaptation. Some of these sensations, particularly the labyrinthine, merely serve to confuse the flier."—*C. K. Trueblood* (Cambridge, Mass.).

919. Chane, G. W. *Motion and time study*. New York: Harper, 1942. Pp. vii + 88. \$1.40.—This book, one of the Rochester technical series, is a practical guide to the instruments of efficiency engineering. Motion study techniques reviewed include three forms of process charting, photographic micromotion study, and therblig analysis. Time study techniques described are micromotion and simo-charting based on film analysis. Two methods of computing the standard of performance on a job are presented. Suggestions are also offered for establishing indirect labor standards and determining indirect labor costs.—*M. R. Sheehan* (Hunter).

920. Fraser, C. *Personalizing the process of placement*. *Advanc. Management*, 1942, 7, 112-116; 173-179.—This is a description of a system in use in the Bell Telephone Company of Canada for placing and developing employees. On the theory

that man's capacities must be matched with job demands and that their development must harmonize with the increasing demands of jobs in advance of that in which the employee starts, the program provides for an appraisal of the man in terms of his health and energy, his necessary work technique, and his personal relations, and for an estimate of the demands and possibilities of the job in relation with other jobs and with its location. A satisfactory adjustment between these factors provides the basis for the formulation of a work career. At any stage in his career the employee is subject to further appraisal. This running inventory of manpower provides management with data for placement, upgrading, and replacement.—*H. Moore* (Business Research Corporation).

921. Kuhn, H. S. Some visual problems in modern industry. *Illinois med. J.*, 1942, 82, 286-289.—*M. E. Morse* (Baltimore, Md.).

922. Lorge, I., & Blau, R. D. Broad occupational groupings by estimated abilities. *Occupations*, 1942, 21, 289-295.—This study reports the association of estimated average ratings for abstract intelligence, mechanical ability, social intelligence, artistic ability, and musical talent, with the broad groupings of occupations previously derived (see 16: 2067) from the *Dictionary of occupational titles*. The relationship between the 1936 Minnesota Occupational Scales and the Barr and Fryer ratings is also reported. It is concluded that the major occupational groupings may be placed in an order of intellectual demands of the jobs. Ranking in terms of mechanical ability and social intelligence may possibly be used as auxiliary cues in guidance, selection, and job placement. More emphasis should be placed on appraisal of intelligence and intellectual demands of the jobs than on less well-understood traits and abilities.—*G. S. Speer* (Central YMCA College).

923. McMurtry, R. N. Management mentalities and worker reactions. *Advanc. Management*, 1942, 7, 165-172.—After listing Houser's 28 factors responsible for poor morale, the following are discussed as potent causes of employee dissatisfaction: (1) factors independent of the job—employees who are unconsciously hostile to management, emotionally maladjusted and immature, or who have domestic worries that are transplanted to the work place; (2) the personally maladjusted manager who is emotionally immature, selfish, fearful of altering the status quo, driven by a feeling of insecurity that is expressed in the form of pressure and drive, and who reflects his maladjustment in inconsistent practices; (3) supervisors who are the victims of the same maladjustments as management, and in addition are not trained for their job of handling men; (4) the fact that the organization of industry is military and totalitarian, with the flow of power one way, downward, and very little real opportunity for reversing the trend. Resentment against these factors is in mild form until an occasion or a spokesman releases the 'valve that causes the explosion.—*H. Moore* (Business Research Corporation).

924. Moore, H. *Psychology for business and industry*. (Rev. ed.) New York: McGraw-Hill, 1942. Pp. x + 526. \$4.00.—The first edition published in 1939 (see 13: 2684) has been revised so that approximately one-third of the material now appears for the first time. Principal additions to the text are in the fields of employee selection and the use of tests. Chapters on special ability tests (mechanical and clerical), personality tests, and appraising the employee have been added, while the two chapters dealing with job analysis and test construction have been deleted and parts of their contents incorporated in other sections.—*A. Burton* (California State Personnel Board).

925. Muller, E. Picked to command. *Amer. Legion Mag.*, 1942, 33, No. 6, 6-7, 33-35.—This is a general description of the 18 U. S. Officer Candidate Schools in this country and others overseas. In 3-months' courses about 100,000 officers a year are trained. Selection is as follows: Commanding officers propose as candidates the most promising 10% of their troops on the basis of service records, qualification cards, interviews, and informal observations. However, application may be made by any soldier. Basic requirements are completion of basic training and Army General Classification Test score of 110, a score attained by 40% of enlisted men. There are no educational prerequisites. The applicant is passed upon by an examining board of officers who appraise leadership and other personality traits by questions regarding the applicant's childhood and later activities, attitudes, and aspirations. "An advisory board of distinguished psychologists suggests procedures, recommends questions, passes on the value of the different tests." During training, leadership and ability to think quickly are continually observed, and leadership is rated by man to man; ability to make friends is also evaluated. After the course, the doubtful candidates, perhaps a third of those who have passed the academic tests, must appear before another board where leadership and practical ability to think quickly are evaluated once more. About 20% of the class fail to graduate.—*H. L. Ansbacher* (Brown).

926. Muller, E. How the Army picks its officers. *Reader's Dig.*, 1942, 41, No. 248, 17-21.—A reprint of "Picked to command" (see 17: 925), about one fifth shortened.—*H. L. Ansbacher* (Brown).

927. Myers, C. S. Selection of army personnel: development of the DSP. *Lancet*, 1942, 243, 591-592.—The author describes the functioning and history of the Directorate of Selection of Personnel in the British Army since its organization in the early summer of 1941. The form of organization of the Directorate and the psychological and psychiatric procedures adopted are briefly described.—*C. K. Trueblood* (Cambridge, Mass.).

928. Reilly, W. J. *How to improve your human relations by straight thinking*. New York: Harpers, 1942. Pp. 192. \$2.50.—This is a popular presentation of factors involved in getting along with people, particularly in business.—*W. S. Hunter* (Brown).



929. Staff of Public Administration Service. Merit system installation; problems and procedures in establishing a public personnel agency. Publication No. 77. Chicago: Public Administration Service, 1941. Pp. 58. \$1.50.—The contents include chapters on the position-classification plan, the pay plan, recruitment, and examinations. Selected bibliography on public personnel administration.—*N. M. Locke* (Hunter).

930. Tuttle, A. D. Physiological and psychological characteristics of successful pilots. *Milit. Surg.*, 1941, 88, 227-237.—This is a preliminary study of 200 successful civilian pilots, 20-47 years old. The seniors had 10-20,000 flying hours to their credit. Most of them were of the pyknic-athletic type, emotionally stable, with the attitude of professionals intent on mastering a chosen field. None were dramatic or brilliant personalities. They showed more evidence of physiological acclimatization than of deterioration or premature ageing. Flying, in itself, does not injure individuals who are physically and temperamentally suited to it. It does not require unusual make-up, only good physical and mental endowment and emotional stability. Pilots who live hygienically should remain efficient up to 60 years. Most of the tests for personality traits are less important than intimate contact with the flight surgeon over a long period. However, additional tests of complex reaction time, motor coordination, deep muscle sensibility, depth perception, and breathing pattern under stress might be valuable, also a standardized adrenalin test.—*M. E. Morse* (Baltimore, Md.).

931. Whaley, J. B. Problems of aviation medicine relating to ear, nose, and throat. *Arch. Otolaryng.*, Chicago, 1942, 36, 438-442.—(1) The author describes the qualifications required of a candidate for flying by the RCAF. (2) Although all the important sounds produced by aircraft are made up from notes below 1000 d.v., aviation deafness is for high tones, beginning above 4096 d.v. It is at first temporary, but repeated exposure gradually causes permanent impairment. (3) "Aero-otitis-media is traumatic inflammation of the middle ear caused by a difference in pressure on the two sides of the drum." It is particularly troublesome in rapid descents. "Here the air does not re-enter the eustachian tube involuntarily, but the tubes must be opened by swallowing, moving the jaw about, or shouting." Methods of treatment are described. (4) "Air-sickness is a condition marked by nausea, vomiting, vertigo, pallor, sweating, and fear produced in flight as a result of acceleration and change of position of the aircraft. . . . The inner ear has nothing at all, or very little, to do with air-sickness. . . . The commonest cause, by far, is some emotional upset, such as fear, unconscious or otherwise, difficulty with the instructor or unhappy circumstances at home."—*C. K. Trueblood* (Cambridge, Mass.).

[See also abstracts 751, 761, 766, 783, 795, 888, 985.]

## EDUCATIONAL PSYCHOLOGY

(incl. Vocational Guidance)

932. Alper, T. G. A diagnostic spelling scale for the college level: its construction and use. *J. educ. Psychol.*, 1942, 33, 273-290.—"The test was constructed from the most frequent misspellings in freshman themes and consists of commonly misspelled words in the active written vocabularies of students at this level. Use of the test indicates that college students vary widely in their ability to spell, but the test is recommended primarily for the selection and diagnosis of individual poor spellers rather than as a wide-range testing instrument. Spelling errors are classified for diagnostic purposes into 7 categories: Phonetic, distorted pronunciations, inapplication or misapplication of spelling rules, negative transfer effect, confusion of homonyms, errors which give evidence of tension at the 'hard spot' of the word, errors of substitution of a word or word-form."—*J. W. Macmillan* (Maryland).

933. Arnold, H. F. The comparative effectiveness of certain study techniques in the field of history. *J. educ. Psychol.*, 1942, 33, 449-457.—242 students in the freshman and sophomore classes were divided into 4 equated groups, each of which practiced history assignments using the 4 following methods in rotation: outlining, précis-writing, underscoring, and repetitive reading. Immediate recall tests and delayed recall tests were administered. "No consistent, significant superiority of one technique over another was found for the students, either unsegregated or divided into high- and low-scoring groups on the basis of intelligence, social studies ability, and reading comprehension tests. The reading and underscoring techniques, both for students taken collectively and grouped according to the test criteria, show a tendency toward higher scores than do précis-writing and outlining, particularly for immediate recall tests. The outlining technique shows a tendency toward producing the lowest scores for the students as a whole and for students segregated into high- and low-scoring groups on the standardized tests."—*J. W. Macmillan* (Maryland).

934. Arsenian, S. Own estimate and objective measurement. *J. educ. Psychol.*, 1942, 33, 291-302.—Self-ratings of 125 freshmen on their interests, scholastic aptitude, adjustment, knowledge of English, and general culture were compared with their scores on the ACE, Cooperative English Form OM, Cooperative General Culture, Strong Vocational Interest Blank, and the Bell Adjustment Inventory. "A freshman's estimates of his abilities, knowledges and interests—factors positively related to his academic success—do not correspond highly with his actual possession of these attributes as measured by objective tests. There is a wide variation from subject to subject and from individual to individual in the closeness or distance between self-estimates and objective measurement. The student's estimates of his abilities and knowledges are more closely related to objective measurement when the rating

by the student is done after taking the test than before. The variability in estimate continues to be large. Students who grossly over- or under-estimate their abilities, knowledges and adjustment are as a group somewhat less intelligent and less well adjusted."—*J. W. Macmillan* (Maryland).

935. Barker, R. G. Difficulties of communication between educators and psychologists: some speculations. *J. educ. Psychol.*, 1942, 33, 416-426.—"Difficulties of communication between psychologists and educators handicap both, for each depends in an important degree upon the other: psychologists for jobs and socially significant problems; educators for a scientific basis for school practices." The difficulties are discussed under the headings of cultural background of teachers, forces in the teaching situation, the academic status hierarchy, and differences in emphasis.—*J. W. Macmillan* (Maryland).

936. Berry, M. F., & Eisenson, J. The defective in speech. New York: Crofts, 1942. Pp. xiv + 426. \$3.00.—This textbook in speech correction surveys the major types of speech disorders and outlines procedures for speech reeducation. Part I describes the normal development of speech with reference to stages of development, speech errors of young children, and norms. A chapter on the governors of speech concerns the neural and glandular mechanisms which control speech. Part II consists of a detailed consideration of articulatory disturbances, baby talk, lisping, cluttering, lalling, voice defects, stuttering, and dysphasia. Diagnostic procedures are described in detail. Current interpretations of the etiology of the various disorders are based on recent experimental studies. The discussion of each type of speech disorder is followed by recommendations for remedial instruction, outlines of corrective procedures, and drill materials. Part III, entitled the atypical child and speech, deals with delayed speech, cleft-palate speech, the speech of individuals with spastic paralysis, and the deficiencies in speech of the hard-of-hearing, the blind, and the mentally deficient. A series of appendices includes descriptions of tests for laterality, hearing acuity, and vocabulary and instructions for preparing a case history.—*W. H. Wilke* (New York University).

937. Bienstock, S. F. A review of recent studies on musical aptitudes. *J. educ. Psychol.*, 1942, 33, 427-441.—A general review of the literature, largely determined by the Seashore or the K-D tests.—*J. W. Macmillan* (Maryland).

938. Bienstock, S. F. A predictive study of musical achievement. *J. genet. Psychol.*, 1942, 61, 135-145.—122 high school students were subjects in a study which used, as predictive measures, score on a subjective musical performance test, amount of previous musical training, IQ, scholastic grades, and 5 of the Kwalwasser-Dykema tests; as criteria of success, various sets of grades in academic and music courses, for 4-6 terms. K-D scores were too unreliable for prediction of individual success in music, as were performance test scores. For the

prediction of grades in music theory, the most effective measures were IQ and age; the least effective, extent of prior music training and performance test score. Grades in applied music were less satisfactorily predicted.—*D. K. Spelt* (Mary Baldwin).

939. Bijou, S. W. A genetic study of the diagnostic significance of psychometric patterns. *Amer. J. ment. Def.*, 1942, 47, 171-177.—Test results on the Arthur Performance Scale, the Revised Stanford-Binet, and the Jastak-Bijou Achievement Tests are related to differential behavior displayed in learning and adjustment situations. Four mentally defective boys with high PQ's and good arithmetic achievement were paired with 4 having low PQ's and poor arithmetic achievement. The former had high behavior efficiency or inherent stability, but possessed poor verbal learning ability, while the latter had the reverse propensities.—*M. W. Kuenzel* (Children's Home, Cincinnati, O.).

940. Collins, P. J. The development of a scoring key on the Strong Vocational Interest Inventory for women teachers of physical education. *Res. Quart. Amer. Ass. Hlth phys. Educ.*, 1942, 13, 156-165.—A scoring key was developed through item analysis and weightings of items by means of the Kelly formula. The reliability coefficient of the scale is .85 (Spearman-Brown formula). The validity of the scale was tested by comparison of scores for different vocational groups. The scale was found to differentiate women physical education teachers from other groups.—*R. L. Solomon* (Brown).

941. Congdon, N. A. Student office holders at Colorado State College of Education. *Sch. & Soc.*, 1942, 56, 474-476.—Students holding offices in various organizations meet or exceed scholastic expectation based on aptitude test scores at entrance to as great an extent as other students. They also carry as great scholastic and work loads. Those with 3 or more offices tend to carry more than average scholastic load.—*M. Lee* (Chicago, Ill.).

942. Conway, P. E., & Nemzek, C. L. The relationship of school marks to the amount of illness. *J. genet. Psychol.*, 1942, 61, 315-320.—When 200 pupils with a history of illness were matched for intelligence, CA, sex, grade, and curriculum with 200 pupils without a history of illness, and honor point ratios were computed from grades in English, general science, health, mathematics, social science, and all subjects combined, 18 comparisons yielded no evidence of "any permanent detrimental effects on school success due to illness" such as asthma, bronchitis, chickenpox, mumps, poliomyelitis, and 20 others.—*D. K. Spelt* (Mary Baldwin).

943. Cronbach, L. J. Studies of acquiescence as a factor in the true-false test. *J. educ. Psychol.*, 1942, 33, 401-415.—"The true-false test has been studied to determine whether the hypothecated trait of acquiescence—the tendency to mark items 'true' rather than 'false,' when guessing—influences scores. Experimental data and theoretical considerations show that this tendency makes false items more valid and reliable than true items, reduces the range



of test scores when the number of true and false items are equal, reduces the mean score when a majority of items are true, and lowers it when the majority are false, and causes the *R-W* correction formula to be inappropriate in many cases."—*J. W. Macmillan* (Maryland).

944. Custodio Muñoz, L. *Bases afectivas de la evolución social del niño*. (Affective bases of the social development of the child.) *Bol. Educ. fts., Santiago de Chile*, 1935, 1, 246-250.—The social nature of the human being should receive greater recognition through educational practices. Social development is basic to a mature and integrated outlook, and should lead to a total vocational orientation in the correct sense of the term. Advantage must be taken of the regular developmental stages of socialization which are summarized.—*H. D. Spoerl* (American International College).

945. Dice, L. K. An experimental study of two methods of teaching beginning reading: the direct versus the preparatory approach. *Johns Hopk. Univ. Stud. Educ.*, 1942, 32. Pp. xi + 91.—The method of teaching reading at once from books is designated the direct approach, while the "preparatory approach" is the procedure in which the use of books is "delayed in favor of general reading readiness activities." The direct method is based on the Gestalt concept of the whole; the preparatory approach, on an application of the S-R bond theory of learning. Ten first-grade classes were paired for location and community type, and equated for certain other factors. For one school year the experimental group was taught by the direct, and the control group, by the indirect approach. Tests and other progress records of the two groups were contrasted. Although the preparatory approach is the usually accepted method, the direct approach was found superior in producing reading skill with children of low ability and superior for all children in fostering interest in reading as a leisure activity.—*E. B. Mallory* (Wellesley).

946. Doane, D. C. The needs of youth, an evaluation for curriculum purposes. *Teach. Coll. Contr. Educ.*, 1942, No. 848. Pp. vii + 150.—An inventory designed to measure the needs of youths as recognized by themselves was administered to 2069 high school students in Pittsburgh, Oakland, rural Nebraska, and rural Virginia. It included descriptions of 19 courses of which the 5 most desired and the 5 least desired were to be indicated, and a break-down of these courses into a check-list of topics. Analysis of responses to each course and topic was made on the basis of sex and locality. Results indicated that, in general, personal areas were of more concern than social areas, with vocational choice and placement ranking highest for the total group. Inventory forms are included. Bibliography of 57 titles.—*L. Birdsall* (College Entrance Examination Board).

947. Drummond, L. M. Youth and instruction in marriage and family living. *Teach. Coll. Contr. Educ.*, 1942, No. 856. Pp. ix + 186.—A question-

naire soliciting suggestions for a course of instruction on marriage and the family, a check list of pertinent questions proposed for discussion, and a personal data form were filled out by 320 freshmen, 164 seniors, and 148 alumni of two Pennsylvania universities. Results indicated that areas of greatest concern were sex adjustments and premarriage problems. Areas of least concern were discord, religion, and the family as a social institution. Significant differences were found between universities, between freshmen and seniors, and between seniors and alumni. Little difference was found between men and women. Inquiry forms are included. Bibliography of 31 titles.—*L. Birdsall* (College Entrance Examination Board).

948. Foster, R. G., & Wilson, P. P. *Women after college; a study of the effectiveness of their education*. New York: Columbia University Press, 1942. Pp. xi + 305. \$2.75.—Based on 100 extensive case studies, this report grew out of the work of the advisory service for college women set up by the Merrill-Palmer School in Detroit. Problems encountered were classified under 21 heads, ranging from attitude toward self to housekeeping and recreation. Study of college women's needs shows their education, from elementary school through college, did little to prepare them to meet their actual life problems. In the concluding chapter on changing education for women, suggestions are made for education in general and for particular fields of knowledge. Illustrative cases are cited throughout. Index, and appendices on related studies, and on college women and community service.—*S. S. Sargent* (Barnard).

949. Gates, A. I., & Pritchard, M. C. *Teaching reading to slow-learning pupils*. New York: Bureau of Publications, Teachers College, 1942. Pp. iii + 65. \$0.80.—The authors report the first 4 years experimental work undertaken at Speyer School in New York City. The programs of 6 classes are described, and the oldest group is compared with a control group of equivalent social background from another school on the basis of reading tests, questionnaires, and interviews. The authors conclude that in general the Speyer School pupils were as well as or better adjusted in their reading interests and habits than the control group.—*L. Birdsall* (College Entrance Examination Board).

950. Kogan, L., & Gehlmann, F. Validation of the simplified method for scoring the Strong Vocational Interest Blank for men. *J. educ. Psychol.*, 1942, 33, 317-320.—The blanks of 208 first-year students were scored by using Strong's weights and Dunlap's unit weights and comparisons made in terms of correlations and shifts of letter grade from one method of scoring to the other. Correlations for 14 occupations ranged from .957 to .989, median .976. 74.2% of the letter grades did not shift, 24.76% shifted one half letter grade, and only .97% shifted a whole letter grade. "Since the simplified method demands less than half the time and labor—both theoretically and empirically—that is necessitated

by the original method of machine-scoring, its advantages are obvious."—*J. W. Macmillan* (Maryland).

951. Gillett, M. M. Reading defects and vision. *Res. Quart. Amer. Ass. Hlth phys. Educ.*, 1942, 13, 178-184.—A more adequate visual testing program would reveal that moderate far-sightedness is as common in young school children as is moderate near-sightedness, and may be as much of a handicap in reading and spelling. "Not learning to read may be caused largely or wholly by poor vision, or poor use of the visual equipment."—*R. L. Solomon* (Brown).

952. Gloss, G. M. Physical ability test (males). Baton Rouge: Author, University of Louisiana, n.d. 100 copies, \$9.00; single copy, 10¢.—"This battery of tests is meant to measure speed, skill in handling objects, control of one's body, strength, and 'power explosiveness.'" Activities involved are the "push up," basketball bounce, jump and reach, 8-lb. shot put, and 10-sec. run. Each testee is scored by a partner-judge, and the score on each event is converted into a T-score from a weighted scoring chart on the back of each individual's score card.—*L. H. McCabe* (Cambridge, Mass.).

953. Golden, M. L. Reading guided by questions versus careful reading followed by questions. *J. educ. Psychol.*, 1942, 33, 463-468.—238 5th and 6th grade pupils were divided into two equated groups on the basis of standard reading test performance. One group was guided in reading by questions, the other was asked questions after reading. The latter showed slight superiority over the former in terms of errors, test scores, and accuracy.—*J. W. Macmillan* (Maryland).

954. Jacobsen, O. I. An analytical study of eye-movements in reading vocal and instrumental music. *J. Musicol.*, 1941, 3, 133-164.—This is a continuation of the study previously abstracted (see 15: 5065; 16: 2232). This portion deals with typical habits in reading music composed of various note-values and of scale runs and arpeggios, and with experiments dealing (1) with the maximum range of recognition in reading and (2) with the reading of vocal music.—*P. R. Farnsworth* (Stanford).

955. Jacobsen, O. I. An analytical study of eye-movements in reading vocal and instrumental music. *J. Musicol.*, 1942, 3, 197-221, 223-226.—This is the concluding article of a series (see 15: 5065; 16: 2232; 17: 954). The appendix describes the method of plotting the films and of synchronizing the vertical and horizontal plottings. Among the more important of the major conclusions are: (1) Mere training of eye movements cannot lead to efficient reading of music scores. (2) Immature readers have an average recognition score of .41 notes per pause, while for mature readers the value is 2.5. (3) Flash cards are recommended for the improvement of recognition in the areas of pitch and rhythm. (4) The most accurate are also the fastest readers. (5) In instrumental readings most of the errors are associated with the bass clef and ledger lines. (6) In vocal

readings the typical errors are associated with the larger and the ascending intervals; where errors occur, the immature readers tend to sing sharp and the mature, flat. (7) Immature readers require equal time for words and notation, while mature readers spend 2/3 of their time on the latter. (8) "Some writers claim that in sight-reading, the subject recognizes salient features and fills in the rest with rapid inference." This claim is not confirmed.—*P. R. Farnsworth* (Stanford).

956. Johnson, H. G. Does the gifted child have a low AQ? *J. educ. Res.*, 1942, 36, 91-99.—Correlations between IQ's and accomplishment quotients are consistently negative and often significantly large. The author suggests that the reason for this lies in the general tendency of pupils to regress toward the mean when their scores on one test are compared with their scores on another test, and not in the fact that gifted children are not working up to their capacity. This regression is due to specialization in accomplishment on the part of the pupils.—*M. Murphy* (Pennsylvania).

957. Johnson, L. W. The quality of college teaching. *J. higher Educ.*, 1942, 8, 428-433.—Information, based on questionnaires returned by 155 elementary and high school teachers scattered throughout the country and representing work done in 187 different higher institutions and with 4,804 different student-teacher relationships, sustains the usual criticism concerning teacher training education. The basic criticism centers upon "the broad chasm between the impractical theories presented and the artificial practice-teaching conditions provided in colleges and the usual teaching situation." Best teachers are characterized by commanding personality, thorough command of subject matter, power to think through a problem and logically organize work with emphasis upon essentials, effective presentation, stimulation and inspiration, and due consideration and recognition of the contribution of others.—*R. A. Brotemarkle* (Pennsylvania).

958. Johnson, P. W. The relation of certain anomalies of vision and lateral dominance to reading disability. *Monogr. Soc. Res. Child Developm.*, 1942, 7, No. 2. Pp. 147.—109 public school children were given 2 group intelligence, 2 group reading, 10 eye dominance, and 11 hand dominance tests. Reliabilities of eye dominance tests, computed by retest technique, varied from  $.88 \pm .015$  to  $.18 \pm .063$ . Reliabilities of hand dominance tests varied from  $.82 \pm .021$  to  $.18 \pm .063$ . No significant relationship was found between lateral dominance and reading disability when reading scores alone were used, nor when reading disability was determined in terms of deviation from mental ability.—*M. Pankaskie* (Indiana State Teachers College).

959. Lamson, E. E. Some college students describe the desirable college teacher. *Sch. & Soc.*, 1942, 56, 615.—Seniors at N. J. State Teachers' College were asked to list individually the qualities they want most in their college professors. The 8 most often mentioned were then ranked by them



as follows: possession of expert knowledge, vital personality, fairness and impartiality, ability to organize and instruct, ability to get along with students, sincerity and honesty, sense of humor, and appearance.—*M. Lee* (Chicago, Ill.).

960. Landreth, C., & Read, K. H. *Education of the young child: a nursery school manual*. New York: Wiley, 1942. Pp. xii + 279. \$2.50.—This is an attempt to assist in standardizing the equipment and techniques of the nursery school in meeting the needs of young children. It is addressed primarily to the student teacher but also to parents and school administrators. The organization and the educational procedures of nursery schools are presented with working assignments; study questions; numerous illustrations; references to relevant research and appendices giving record forms, sources of equipment, children's book lists, etc.—*L. J. Stone* (Vassar).

961. Lazar, M. A diagnostic approach to the reading program. Parts I and II. *Educ. Res. Bull.*, N. Y. C., 1942, Nos. 3 & 4. Pp. v + 25; iii + 32.—Reading retardation must be considered in relation to the ability and appropriate grade level of each child. It may be manifested in phonic difficulties, difficulties in visual retention, guessing, or undesirable attitudes. Reading difficulties may appear at all school levels and often have deep-seated origins. The causes may be physical, or they may be attributed to unfortunate instructional procedures, but are likely to arise from a constellation of causes which generally include some aspect of personality adjustment. Diagnosis can be based on standardized tests, but these must be thoughtfully selected, carefully administered, and intensively analyzed. Interpretation is aided by appraisal of intellectual capacity and school achievement, a survey of reading interests, personal interviews, and thorough case study of individual children. Diagnostic procedures are not ends in themselves, and should be supported by improved instructional methods.—*E. B. Mallory* (Wellesley).

962. Luckiesh, M., & Moss, F. K. *Reading as a visual task*. New York: Van Nostrand, 1942. Pp. xv + 428. \$5.00.—This book is based chiefly upon the authors' research. Major concern is with visibility and readability of print. Relative visibility was measured by the authors' visibility meter; readability (ease of seeing), by rate of involuntary blinking (preferred), muscular tension, heart-rate, fatigue of extrinsic eye-muscles, eye-movements, reading rate, and pupillary changes. These techniques were employed to study influence of size of type, type-face, leading and line length, paper and inks, duplicated materials, visual deficiencies, and illumination. The resulting specifications for optimum readability are: 12-point or larger type, 100 foot-candles of light intensity, maximal brightness contrast between ink and paper, non-glossy paper and ink, a type-face of moderate boldness, clear-cut delineation of characters in duplicated materials, brightness of visual surroundings not less than one-

third that of reading material, avoidance of preventable glare, adequate correction of visual defects, 3-point leading for 10- and 12-point type in 21-pica line lengths, 13-pica line length for 10-point type with 2-point leading, ample margins, and a wider space between columns than ordinarily employed (inferred without data). A glossary of technical terms and specimens of type and typography are given.—*M. A. Tinker* (Minnesota).

963. Margulies, H. Rorschach responses of successful and unsuccessful students. *Arch. Psychol.*, N. Y., 1942, No. 271. Pp. 61.—The Rorschach test was given to 75 girls and 91 boys who, on the basis of teacher ratings and school marks (grades VIII and IX), could be classified as successful, unsuccessful, or in a middle group. The groups were equated with respect to relatively high IQ, age, socio-economic status, residential background, religion, and language. The major results were: (1) The raw *W/M* ratio, as indicating the relationship between abstract thinking and creative capacities, did not differentiate between students at the success-extremes, although certain patterns of *W* and *M* did distinguish between the two groups. (2) Unsuccessful students showed significantly more signs of color shock and of shading shock, and showed more animal responses, said to indicate stereotypy in thinking. (3) The successful students had a higher average number of signs of adjustment and of responses indicating careful awareness of the outer environment. Several other trends, including some sex differences, appeared in the results, and some of these were statistically significant.—*C. E. Buxton* (Iowa).

964. Marshall, M. V., & Phillips, R. H. The effect of bi-lingualism on college grades. *J. educ. Res.*, 1942, 36, 131-132.—40 college students capable of speaking and understanding another language in addition to English were paired with an equal number who had no language except English. Pairing was made on the basis of college class, ACE score, and score on Shepherd English Test. Bilingualism, it was found, did not affect success in college.—*M. Murphy* (Pennsylvania).

965. Mills, A. W., & Streit, H. Report of a speech survey, Holyoke, Massachusetts. *J. Speech Disorders*, 1942, 7, 161-167.—Results of a speech survey covering 4,685 public school pupils are presented. All pupils in grades 1, 2, and 3, were tested. In more advanced grades pupils were referred by their teachers or discovered by the examiners. Tables giving various types of analyses of the data are presented. 10.1% of all pupils were found to have some speech defect.—*C. V. Hudgins* (Clarke School).

966. Morrison, H. B. Reading readiness in the first grade. *Educ. Res. Bull.*, N. Y. C., 1942, No. 5. Pp. iv + 44.—This bulletin is based on work of the division of curriculum research which conducted a reading readiness project in three schools. Sections deal with relation of child development and reading readiness, planning a readiness program for a first-year class, initiating the program, experiences

and activities (trips, pictures, play, games, language, library experience, etc.), and materials (reading and non-reading). Bibliography of 20 selected references is appended.—*S. S. Sargent* (Barnard).

967. Munson, G. [Dir.] *Bureau of Child Study and the Chicago adjustment service plan*. Chicago: Bureau of Child Study, Board of Education, 1942. \$0.25.—This monograph describes the activities of the Bureau of Child Study of the Chicago public schools. Four general types of service are outlined: (1) examination services including the diagnosis of educational disabilities with particular emphasis upon reading, physical examinations including the testing of sight and hearing, the administration of group and individual mental tests, and special psychiatric service for those needing it; (2) adjustment services for children needing specialized treatment; (3) consultation services within the school system and with outside agencies; and (4) administrative services involving the training of workers, construction of tests and other clinical devices, staff conferences, professional research and publication, and the coordination of the work of the Bureau with the school system as a whole and with outside agencies. The appendix presents a number of tables in which the various types of work are summarized, together with a floor plan showing the physical setup of the Bureau. Photographs, case studies, and graphs illustrate and supplement the material.—*F. L. Goodenough* (Minnesota).

968. Mussa B., M. *Orientación profesional*. (Vocational guidance.) *Bol. Educ. fis., Santiago de Chile*, 1939, 6, 904-910.—There is no organized vocational guidance service in Chile, and the result is to be seen in occupational maladjustments, personal confusion, and economic opportunism. The nature and history of vocational guidance are outlined, and the form of organization for a simple and efficient vocational guidance office is presented. Most of the incidental problems are mentioned.—*H. D. Spoerl* (American International College).

969. Mussa B., M. *Las aptitudes*. (Aptitudes.) *Bol. Educ. fis., Santiago de Chile*, 1940, 7, 11-15.—Aptitude refers to an innate component, and should never be confused with interest. Aptitudes that seem to be specific are particular aspects of a complex organization of aptitudes. It is with aptitudes, studied through correlations and otherwise classified, that scientific vocational guidance must begin.—*H. D. Spoerl* (American International College).

970. Patterson, A. C. *The questionnaire as a means of educational research*. I. The extent and reliability of questionnaire investigation. II. Sampling and the questionnaire. III. The construction and administration of a questionnaire. *Scot. educ. J.*, 1942, 25, 683; 698; 708.—Reviewing the history of the use of the questionnaire and the objections which have been made to its use, the author concludes that this technique is a scientific instrument and yields reliable data which cannot be obtained in any other way. Problems involved in constructing and administering the questionnaire and selecting

the sample population, and common errors in its use, are briefly described.—*G. S. Speer* (Central YMCA College).

971. Peterson, C. H., & Faegre, M. L. *Note on the measurement of the results of attitude education: an area of needed research*. *J. educ. Psychol.*, 1942, 33, 469-470.—Recommendations concerning the development of a system of attitude education and measurement in the schools are given, together with tentative results of a preliminary study of attitude changes due to a series of talks given by a visiting lecturer at a school.—*J. W. Macmillan* (Maryland).

972. Ploeg, J. V. *Library test for junior high schools; forms A and B; library information and skills*. Los Angeles: California Test Bureau, 1942. 25 tests, \$1.00; specimen test, \$0.25.—Designed as a test on the use of the library by pupils of grades 7, 8, and 9, this test covers the following topics: the book, arrangement of books, card catalog, dictionary and encyclopedia, and miscellaneous books. Split-half reliability based on 200 cases is .93, as is also the  $r$  between scores on the two forms. Percentile norms are given.—*L. H. McCabe* (Cambridge, Mass.).

973. Schneider, G. G., & Patterson, D. G. *Sex differences in clerical aptitude*. *J. educ. Psychol.*, 1942, 33, 303-309.—Sex differences in clerical aptitude as measured by the Minnesota Vocational Test for Clerical Workers are discussed. Hypotheses explaining the presence or absence of sex differences in different situations and at different age levels are offered.—*J. W. Macmillan* (Maryland).

974. Stalnaker, E. M. *A four year study of the freshman class of 1935 at the West Virginia University*. *J. educ. Res.*, 1942, 36, 100-118.—Of 437 entering students 49% withdrew before the end of 4 years. For each semester a larger proportion of the withdrawals came from the lower half of the class in intelligence test scores, but the proportion changed from 2:1 at the end of the first year to 4:3 at the end of 4 years. Only 32%, however, graduated. When the class was divided into the several colleges, schools, and pre-professional groups, there seemed to be a somewhat greater survival of students in the divisions having a more definitely prescribed curriculum, but the differences were not marked.—*M. Murphy* (Pennsylvania).

975. Stang, R. *Explorations in reading patterns*. Chicago: University of Chicago Press, 1942. Pp. 172. \$2.00.—This is a report of a case-study analysis of the reading patterns of 112 subjects having these characteristics: ranging chronologically from 13 years to over 50, the average falling in the 21-30 group; on the basis of an estimation, ranging in MA from 11 to over 20, the average being 19.1; ranging educationally from products of the 7th to those of the 20th grades, with an average of 12.6; ranging economically from very poor to wealthy; and occupationally typical except for groups in agriculture, extraction of minerals, and public service. Seven of the subjects came from rural areas, population centers of less than 2500. Data on manners of



response to the different types of reading test situations, attitudes toward reading, and magazine preferences are analyzed. 21 case-study reports are presented as illustrative of certain hypotheses advanced concerning the uniqueness of reading patterns and various factors related to those patterns.—*T. E. Newland* (U. S. Naval Reserve).

976. Swenson, E. J. A study of the relationships among various types of reading scores on general and science materials. *J. educ. Res.*, 1942, 36, 81-90.—Three phases of reading skill were studied: comprehension, vocabulary, and rate. Two types of material were used: general factual and narrative material characteristic of standardized reading tests, and the type of material used in the study of school science. Differences were found among the different phases of reading ability, but not between the different types of reading material.—*M. Murphy* (Pennsylvania).

977. Tadgell, H. A., & Truden, B. Traveling psychiatric school clinics: twenty years of statewide operation in Massachusetts. *Amer. J. ment. Def.*, 1942, 47, 215-223.—In 1914 W. E. Fernald established the first traveling psychiatric school clinic in Massachusetts. At present there are 15 centers or districts. Information is presented about the development of the movement, personnel, type of examination, and recommendations offered. 129,919 examinations were made during the past 20 years at an average cost of \$5.19 per examination. Problems are now being identified earlier, and brighter children are assisted in adjustment, for during the interval 1921-1940 the average age of patient decreased from 12.1 years to 9.4 years, and the average IQ increased from 69.7 to 86.5. Provisions for special education in the public schools expanded accordingly, until in 1940 there were 575 special classes in the state. In the future it is hoped that clinics can be expanded so as to furnish not only diagnostic service but also child guidance and habit training.—*M. W. Kuenzel* (Children's Home, Cincinnati, O.).

978. Troyer, M. E. Self-evaluation as a goal in guidance. *J. consult. Psychol.*, 1942, 6, 289-296.—High among the goals of the educational program "should be that of developing in the student increased competence in identifying his own strengths and weaknesses and in planning accordingly." "This responsibility cannot be assumed by the student unless he is working toward goals real to him. Exploratory experiences are a necessary antecedent. . . . Directors of personnel and guidance must assume responsibility for continuing growth of teachers in service."—*S. G. Dulsky* (Rochester, N. Y.).

979. Wallin, J. E. W. The "school psychologist" in retrospect. *J. consult. Psychol.*, 1942, 6, 309-312.—The author disputes the accuracy of several statements, mainly historical, made by P. M. Symonds (see 16: 4551).—*S. G. Dulsky* (Rochester, N. Y.).

980. Wallin, J. E. W. Sectioning according to ability in 1941 and 1942. *Sch. & Soc.*, 1942, 56, 526-529.—The author quotes arguments, for and against sectioning, given by 87 graduate students at summer sessions at Duke University who were teaching in 76 widely scattered school systems. About one third of the students sectioned their pupils. Often the policy applied only to the lower grades and in 11 cases was based solely on reading ability. In the author's opinion the success of sectioning depends on adequate differentiation of work for the various sections; on skill of the teachers; on assignment of students on the basis of intelligence, achievement, and teachers' estimates; and on flexibility of the system. Usually sectioning should apply only to academic skill subjects.—*M. Lee* (Chicago, Ill.).

[See also abstracts 746, 770, 801, 836, 848, 849, 854, 857, 869, 911, 922, 981, 986, 988, 1001.]

# MENTAL TESTS

981. Anderson, E. E., Anderson, S. F., Ferguson, C., Gray, J., Hittinger, J., McKinstry, E., Motter, M. E., & Vick, G. Wilson College studies in psychology: I. A comparison of the Wechsler-Bellevue, Revised Stanford-Binet, and American Council of Education tests at the college level. *J. Psychol.*, 1942, 14, 317-326.—Scores on the Wechsler-Bellevue, the Revised Stanford-Binet, two forms of the ACE, and grade point averages were obtained for 112 college freshmen. The correlations of all the tests with grade point averages were approximately equal (.50-.55). The Wechsler-Bellevue verbal scale correlated more highly with the other measures than did the Wechsler-Bellevue full scale, while the correlation of the Wechsler-Bellevue performance scale with the other tests was so low (.19-.39) that doubtful validity at the college level is indicated. The L-scores of the ACE tests correlated as highly with grade point averages as the total ACE scores, indicating that a shorter ACE test might be as efficient as the present full form in predicting general college success.—*R. B. Ammons* (San Diego).

982. Carlton, T. A comparison of the Revised Stanford-Binet, Form L, with the Kuhlmann Tests of Mental Development. *J. genet. Psychol.*, 1942, 61, 47-54.—51 mental defectives, CA's 16-0 to 17-5, took Form L of the Stanford-Binet and the Kuhlmann tests. IQ and MA differences were so great that, for comparable subjects, results of these tests may not be substituted nor combined, even when Stanford IQ's are computed by Kuhlmann's tables. The number of clearly defective subjects was much higher on the Kuhlmann.—*D. K. Spelt* (Mary Baldwin).

983. Carlton, T. The effect of chronological age on Revised Stanford-Binet vocabulary score at the moron and imbecile levels. *J. genet. Psychol.*, 1942, 61, 321-326.—Form L of the Revised Stanford-Binet was administered to 216 feeble-minded persons between the ages of 10-6 and 17-5. Application of

Fisher's techniques of covariance analysis revealed that with MA held constant, various CA groups still differed significantly with respect to vocabulary score. Hence, CA as well as MA must be regarded as significant in determining the vocabulary score on this test.—*D. K. Spelt* (Mary Baldwin).

984. Goodenough, F. L. Studies of the 1937 Revision of the Stanford-Binet Scale. I. Variability of the IQ at successive age-levels.—*J. educ. Psychol.*, 1942, 32, 241-251.—"The changes in IQ variability on the 1937 Revision of the Stanford-Binet Scale originally reported by the authors have been substantiated by results obtained from three independent sources. Variability is lowest at about the age of six years, highest at two and one-half to three years and probably at twelve years. The differences are great enough to produce spurious age-changes of from 15-20 IQ points in the apparent standing of an individual child who ranks from 2-3 SD above or below the mean of his group. Evidence presented in this study shows that the difference in variability may bring about changes as great as 8-12 points in the mean IQ of groups made up chiefly of children of superior ability. Presumably, similar changes would occur in groups of retarded children." Methods of revaluing the IQ in terms of SD's are discussed, as well as procedures for decreasing the variability found from one age level to another.—*J. W. Macmillan* (Maryland).

985. Koenig, F. J., & Smith, J. A preliminary study using a short objective measure for determining mental deficiency in Selective Service registrants. *J. educ. Psychol.*, 1942, 33, 443-448.—A series of questions designed to determine a registrant's mental status was given to 88 men ranging in age from 20 to 36 years, over 50% of whom were illiterate. Immediately following the administration of the questions the Kent Emergency Test E-G-Y was given. Results indicate that the series of questions constitutes a valid method of determining mental ability, although further study is necessary before far-reaching conclusions can be drawn.—*J. W. Macmillan* (Maryland).

986. Lorge, I. The "last school grade completed" as an index of intellectual level. *Sch. & Soc.*, 1942, 56, 529-532.—The 1940 U. S. population and housing census gives for the first time a means of estimating the intelligence level of states or smaller units, if it can be shown that the highest grade of school completed, therein given, correlates with intelligence. Some evidence that it does is afforded by the results of retesting a sampling (133) of men aged 34 who were tested in the New York public schools in 8th grade. The correlation between intelligence and highest grade completed was .66, as was that between reading ability and the latter. Another set of data comes from applicants for placement at Teachers College. In this group intelligence with school grade completed correlated .44 for men and .59 for women, independent of age. Further substantiation of this relationship will make feasible not only estimation of intelligence from such

census data but better adjustment of reading material and radio approach for a community.—*M. Lee* (Chicago, Ill.).

987. Pintner, R. Intelligence testing of partially-sighted children. *J. educ. Psychol.*, 1942, 33, 265-272.—"A group of 602 children in sight-conservation classes was tested by the New Revised Stanford-Binet Test. The visual material of the test was enlarged so as to avoid any possible handicap due to visual defect. . . . Numerous retests at varying intervals were given, some with the standard material, and some with the enlarged. The mean for the 602 cases tested with the Enlarged Binet was 95.1. When divided into groups according to the amount of vision, no difference in means was found between those having better than 20/70 vision and those whose vision was from 20/70 to 20/200. A study of previous IQ's obtained from many different kinds of tests dating back for varying lengths of time and given by many different examiners showed on the whole lower IQ's than those obtained by the Enlarged Test. The suggestion here is that these partially-sighted children are probably handicapped in taking the usual standard group intelligence tests. In all probability the mean IQ for partially sighted children in sight-conservation classes is only a few points below normal—somewhere in the neighborhood of 96 or 97. It is interesting to note that this mean is about the same as that found for hard-of-hearing children."—*J. W. Macmillan* (Maryland).

988. Werner, H., & Carrison, D. Measurement and development of the finger schema in mentally retarded children: relation of arithmetic achievement to performance on the Finger Schema Test. *J. educ. Psychol.*, 1942, 33, 252-264.—"Originally, the Finger Schema Test was devised to be used in an analysis of functions which have a bearing on educational development. The test refers to the ability of the child to differentiate between the fingers of each hand. The test which includes ten items was given to 80 mentally retarded children ranging in mental age from six to ten with an average IQ of 68.5. The results show the following: 1. Accuracy in differentiating the fingers increases on each item and on the whole battery with increase in mental age. 2. Two groups of children showing extremely high and low scores on the test have corresponding arithmetic achievement scores. 3. Errors on the verbal items decrease more markedly than non-verbal ones with increasing mental age. 4. Preference in the choice of the middle finger and non-preference of the fourth finger decreases with mental age."—*J. W. Macmillan* (Maryland).

989. Wright, C. A modified procedure for the abbreviated Revised Stanford-Binet Scale in determining the intelligence of mental defectives. *Amer. J. ment. Def.*, 1942, 47, 178-184.—Examinations of 342 morons and borderline defectives, aged 2 to 36 years, showed that the regular abbreviated scale would have resulted in IQ's 1.3 points too low for Form L and 1.6 points too low for Form M with a critical ratio of 0.43. Individual results



would have varied as much as 17 points too low and 13 points too high. If the 2 omitted items at the basal level and at the first failure level had been administered and testing continued until a basal level with 6 passed items and a level with 6 failed items had been found, then IQ's would only have been 0.69 points too low on Form L and 0.87 points too low on Form M with a critical ratio 0.38. Individual results then would have varied from 7 points too low to 6 points too high. By use of this modification of the abbreviated scale a 20% saving would be effected in number of items administered.—*M. W. Kuenzel* (Children's Home, Cincinnati, O.).

[See also abstracts 862, 865, 939.]

#### CHILDHOOD AND ADOLESCENCE

990. Ames, L. B. Supine foot and leg postures in the human infant in the first year of life. *J. genet. Psychol.*, 1942, 61, 87-107.—This is a detailed description of foot, leg, and toe postures in the supine infant, based on cinemanalysis of the behavior of 13 to 42 cases at each 4-week interval from 4 to 52 weeks of age.—*D. K. Spelt* (Mary Baldwin).

991. Blumenfeld, W. La psicología de la pubertad. (The psychology of puberty.) *Bol. Inst. Psicopedag. nac.*, Lima, 1942, 1, 9-46.—Although it is widely conceded that as a psychological phenomenon puberty is bio-cultural rather than biophysical, prevailing explanatory theories seem intellectualized and remote. The author considers the problem of puberty to consist mainly of 3 aspects: the sexual-erotic, the conflict of generations, and the religious-metaphysical. Under favorable circumstances, adolescence offers correctives of pubertal conflicts. Such conflicts are the more critical in proportion to greater cultural emphasis on: repressive sexual control, enforced postponement of marriage, educational narrowness, intellectual prowess, religious uncertainty. Underprivileged social groups in modern society undergo less pubertal disturbance.—*H. D. Spoerl* (American International College).

992. Chittenden, G. E. An experimental study in measuring and modifying assertive behavior in young children. *Monogr. Soc. Res. Child Developm.*, 1942, 7, No. 1. Pp. iii + 87.—The investigator, classifying social behavior as domination, cooperation, and non-assertion, attempted first to measure it, and then to determine whether preschool children can be changed in their type of responses by training. Preliminary and final measures on both the experimental and control groups (10 each) were made in controlled play situations by trained observers, with check-list techniques. Training consisted in having an adult and a child together "help" two dolls who were "faced with the problem of finding a way to play successfully with one toy." In test situations, the child was asked to solve the dolls' problem without adult help. The author reports "(1) a significant decrease in the dominative behavior of a group of highly dominative children of preschool age, and (2) a trend toward a dependable

increase in the co-operative behavior of these same children."—*E. B. Mallory* (Wellesley).

993. Clarke, E. M. Why foster care succeeds. *Surv. Midmon.*, 1942, 78, 140-142.—It is difficult to evaluate success of foster care because foster care is mostly undefined, and so is the degree of success. However, there are conditions under which foster care, by comparison with no foster care at all, is very likely to succeed. These are: (1) when the agency or institution involved has a real understanding of the child and his personal problems; (2) when the agency has helped the child to understand, during the placement period, what the purposes of placement are; and (3) when the agency has been successful in securing the parents' participation during the placement period.—*R. L. Solomon* (Brown).

994. Foulds, G. The child's response to fictional characters and its relationship to personality traits. *Character & Pers.*, 1942, 11, 64-75.—28 Scottish children aged 9-12 years served as subjects. Experimental materials included an intelligence scale, pictures test, poems test, books and films preferred, books read, things to do and think about, similes test, story completion test, play questionnaire, and dramatic productions. From the results it is concluded that a child's fictional choices are predictable, since they cohere with other observable characteristics of his personality.—*M. O. Wilson* (Oklahoma).

995. Frederiksen, N. The effects of frustration on negativistic behavior of young children. *J. genet. Psychol.*, 1942, 61, 203-226.—When 2 groups of 2-4-year-old nursery school children were subjected to different teaching procedures, one designed to produce frustration, the other to avoid it, they did not differ significantly on a series of 12 negativism tests, nor in total amount of negativism during time-sample observations, although some changes in group scores did occur.—*D. K. Spelt* (Mary Baldwin).

996. Gesell, A. Life begins. (Film.) New York: Erpi Classroom Films, Inc., 1942. 7 reels, 16 mm. and 35 mm., sound. Rental 1 day, \$10.00.—This is a systematic survey of the patterning of normal infant behavior during the first year of life. Three major fields of behavior are depicted: motor, adaptive, and personal-social. An animated diagram delineates the embryonic development of the hand. The post-natal patterns of prehension and manipulation are depicted stage by stage, both in spontaneous and problem-solving situations. The growth of posture and locomotion is shown in successive stages of crawling, creeping, cruising, standing, and walking. A separate chapter on learning and growth shows the significance of maturity factors in the organization of behavior. An hour by hour record of a baby's behavior day at 12 weeks and at 36 weeks portrays the home life of the infant and methods of psychological care. A concluding section depicts 10 different children from 8 weeks to 7 years of age in social situations. The social significance of the household is conveyed by scenes which reflect

parent-child relationships and interaction between brothers, sisters, and adults. Mental hygiene implications are briefly stated.—*A. Gesell* (Yale).

997. Gesell, A., & Halverson, H. M. The daily maturation of infant behavior: a cinema study of postures, movements, and laterality. *J. genet. Psychol.*, 1942, 61, 3-32.—From the 15th to 235th day of life and weekly thereafter through the first year, motion pictures were made of the behavior of a female infant, placed supine in a hooded cubicle 3 ft. square by 4 ft. high. First, the mother held head and ankles at full length, then 3 interlocked colored plastic rings were moved horizontally across the child's visual field in 10 secs., finally these rings were stationary directly over the chest for 10 secs. Analytic study of head, arm, and leg behavior revealed characteristic courses of development described as progressive rather than saltatory, and marked, in the limbs, by alternation of periods of flexor and extensor dominance. Right-handedness increased gradually.—*D. K. Spelt* (Mary Baldwin).

998. Horne, B. M., & Philleo, C. C. A comparative study of the spontaneous play activities of normal and mentally defective children. *J. genet. Psychol.*, 1942, 61, 33-46.—25 elementary school children (14 boys, 11 girls), with CA's of 5-8 to 8-10 years and mean IQ of 104, were compared in a free play situation with 50 feeble-minded children (25 of each sex), with CA's of 9 to 12 years and mean IQ of 67. Each child was taken into a play room where 16 play materials were available and was allowed to remain for 30 mins. Normal children showed a markedly greater preference for constructive toys than did the feeble-minded, and less interest in materials involving definitely prescribed activities. No sex differences appeared, except for a greater female interest in a doll and sewing materials.—*D. K. Spelt* (Mary Baldwin).

999. Ling, B. C. I. A genetic study of sustained visual fixation and associated behavior in the human infant from birth to six months. *J. genet. Psychol.*, 1942, 61, 227-277.—25 infants, 7 mins. to 24 wks. old, were subjects in a study utilizing a crib in the center of a white cylinder. A 2-in. black stimulus disk was made slowly to recede from and approach the child's eyes within a yard's distance. Motion picture and written records of each child's behavior support the following conclusions, among others: (1) Sustained visual fixation, while absent at birth, first appears within a few hours, reaching a peak at 4-5 weeks. (2) Six developmental stages of visual fixation can be described. (3) Binocular fixation, usually accompanied by convergence, does not appear until 7-8 weeks of age. (4) Individual differences are consistent with respect to visual fixation, attitudinal preferences, eye dominance and postural preferences, and manual activities.—*D. K. Spelt* (Mary Baldwin).

1000. Marinho, H. Social influence in the formation of enduring preferences. *J. abnorm. soc. Psychol.*, 1942, 37, 448-468.—This experiment was carried out with children 4-6 years of age. After

determining the food likes of each child, an attempt was made to establish or to change the food likes on the basis of exposure to the likes of the group leader. After an interval of one year after-effects largely depended on the child's original taste. In children with indefinite likes the experiment produced enduring after-effects. In general the example of a leader caused lasting modifications in some way of the child's original taste.—*C. H. Johnson* (Portland, Ore.).

1001. Rhinehart, J. B. Some effects of a nursery school-parent education program on a group of three-year-olds. *J. genet. Psychol.*, 1942, 61, 153-161.—21 3-year-old lower-middle class nursery school children, whose parents benefited from a parent education program, showed more improvement than 21 children not in nursery school, whose parents did not attend the classes, in IQ, routine habits, and measures indicating parental cooperation. They also had had more of their physical defects corrected between the 2 examinations (fall and spring). There was no difference in height, weight, or emotional maturity scores between the 2 groups.—*D. K. Spelt* (Mary Baldwin).

1002. Seashore, H. G., & Bavelas, A. A study of frustration in children. *J. genet. Psychol.*, 1942, 61, 279-314.—18 children, 9 of whom were cases of a child guidance clinic, repeatedly drew men for the Goodenough test, under the observation of the experimenter and an assistant. After each performance the experimenter expressed implied criticism by asking the child to draw another "better" one, until the child had drawn 15 or refused to do more. 10 cases showed deterioration of performance, some drawings being unscorable. Changes in attitude, as shown by time spent on drawings and conversation, were marked. The implications of the findings are discussed and some of the protocols included.—*D. K. Spelt* (Mary Baldwin).

1003. Stavrianos, B. An investigation of sex differences in children as revealed by the Rorschach method. *Rorschach Res. Exch.*, 1942, 6, 168-175.—This is a preliminary report of an investigation of sex differences in pre-adolescence. Individual Rorschach tests were given 131 children, 67 boys and 64 girls, 20-27 of each sex, at each 2-year age period from 5 to 11. All subjects at all ages overemphasized W, but girls lost this tendency at an earlier age than boys. At ages 5-7 girls gave more mature and concrete responses than boys, but at 7-9 they coupled greater variety with impulsiveness and poor form quality. No 5-7-year old boys gave M responses whereas one-third of the girls did. At age 7-9 girls gave less mature color responses than at either earlier or later ages, whereas boys steadily improved their color responsiveness with age. In general: (1) girls reached higher developmental levels at an earlier age than boys; (2) boys matured steadily with increasing age, whereas girls at 7-9 passed through a period of impulsive and uncontrolled emotional reactivity to outside stimuli.—*E. M. L. Burchard* (Temple).



1004. Sullivan, D. J., & Billig, O. Practical psychiatry with adolescents. III. Technic of psychotherapy for the general practitioner. *New Eng. J. Med.*, 1942, 227, 253-261.—Problems of adolescence are analyzed with appropriate case histories and an outline of the methods of psychotherapy.—*M. Keller* (Butler Hospital).

1005. Szekely, B. *Del niño al hombre*. (From child to man.) Buenos Aires: 1940. Pp. 189.

1006. Szekely, B. *La evolución sexual de la infancia*. (Sexual evolution of childhood.) Buenos Aires: 1941. Pp. 239.

1007. Tait, J. W. Some aspects of the effect of the dominant American culture upon children of Italian-born parents. *Teach. Coll. Contr. Educ.*, 1942, No. 866. Pp. ix + 74.—Five personality inventories, the Hoffman Bilingual Schedule, and the Pintner General Ability Test were administered to 734 Italian and 360 American children, 11-15 years of age, in 5 schools varying in percentage of foreign enrollment. Findings indicated a greater feeling of inferiority, a poorer emotional adjustment, and more extroversion and ascendance among Italian children from schools with a smaller percentage of foreign enrollment. All previously unpublished inventories are included. Bibliography of 67 titles.—*L. Birdsall* (College Entrance Examination Board).

1008. Telford, C. W., & Bublitz, W. F. An objective study of the informational needs of parents in child psychology. *J. genet. Psychol.*, 1942, 61, 181-201.—From 160 generalizations in the field of child psychology, a group of experts rated 28 as most important. An objective test embodying these items was prepared and administered individually to 300 parents, 100 each from city, village, and rural communities. Thus it was possible to determine for each group which of the principles were inadequately understood. Supplemental personal data on the parents permitted certain group comparisons which are discussed.—*D. K. Spelt* (Mary Baldwin).

1009. Thom, D. A. The contribution and progress of the child guidance movement. *Amer. J. ment. Def.*, 1942, 47, 189-194.—Steps in the development of the clinical aspects of the work are pointed out. Clinic function at present is concerned not merely with repair of material damaged by society but with investigations which may ultimately reduce materially the necessity for these constant repairs. Since 1920, 750 clinics operate in 450 localities of 35 states. Increasing effort must be made to prepare children to adjust happily and efficiently to changing world conditions. Listed are ways in which the war situation may indirectly create problems for children.—*M. W. Kuensel* (Children's Home, Cincinnati, O.).

1010. Tramer, M. *Lehrbuch der allgemeinen Kinderpsychiatrie, einschliesslich der allgemeinen Psychiatrie der Pubertät und Adoleszenz*. (Textbook of general child psychiatry, including the general psychiatry of puberty and adolescence.) Basel: Schwabe, 1942. Pp. 485. Frs. 26.—This

foundational work contains 12 chapters. It begins with a presentation of methods of psychological investigation, followed by a discussion of development, and a consideration of psychiatric diagnostic devices. The longest chapters are concerned with accounts of disturbances of special psychological functions and of clinical forms. The point of view is largely personalistic, dissenting in many respects from depth psychology, and social aspects relating both to etiology and to treatment are emphasized. The possibilities for mental hygiene are then considered. The book is written so as to be used readily by teachers and even by parents. Illustrative cases are presented in an appendix of 50 pages, rather than in the text.—*H. D. Spoerl* (American International College).

1011. Tyler, F. T. Studies of children's reasoning. *Psychol. Bull.*, 1942, 39, 611.—Abstract.

1012. Underhill, R. M. Child training in an Indian tribe. *Marriage & Family Living*, 1942, 4, 80-81.—From infancy, Papago Indian children are accepted as companions of adults, on a surprisingly equal basis, in a cooperative "extended" family. Group disapproval is the main punishment, direct commands are rare, and the children are usually free to make their own decisions. The serenity of soul behind the peaceful expression of the typical Papago face is, among other factors, probably due to the lack of youthful conflict.—*L. H. McCabe* (Cambridge, Mass.).

1013. [Various.] *Children in war-time*. London: New Education Fellowship, Latimer House, n.d. Pp. 80. 7d.—These articles appeared in *The New Era* and concern difficulties brought about by the evacuated children. In the introduction J. Rickman points out that not only is light thrown on present difficulties but that the articles help "in seeing the foundations and structure of that nursery of our social life—the normal family." S. Isaacs presents the children's viewpoints: their feelings, conflicts, and deep needs. Children under 7 and over 12 have been more openly affected than others. Billeting is most successful where there is little difference in mode of living, real and foster parents maintain friendly relations, and siblings or old friends live together. J. Bowlby advises against separating mothers and babies, and in the case of young children recommends monthly visitations of mothers. D. W. Winnicott presents the position of the real mother and suggestions about how to meet her emotional problems. R. Thomas recommends care in placing together mutually compatible foster parents and children. S. L. Yates, discusses visiting, and M. Milner, teachers' problems. T. Alcock tells how the problem of billeting difficult children was solved in a special home for 20 children.—*M. W. Kuensel* (Children's Home, Cincinnati, O.).

1014. [Various.] Round table discussion on behavior problems. *J. Pediat.*, 1942, 21, 684-701.—The main emphases at the round table at the 11th annual meeting of the American Academy of Pediatrics, Boston, Oct. 9-11, 1941 were: Pediatricians

are now replacing psychiatrists in dealing with children's behavior problems. Rigid discipline in infancy produces unhappy insecure children. When the compulsive defensive behavior of early infancy begins to be modified by experience, motor and sensory development, and socialization, adult response aids and does not spoil the child. The adult's function is to synchronize efforts with the baby's development. In pre-adolescent and adolescent problems the child assumes a more active role in the doctor-patient relationship. The pediatrician should extend his care, with all that it implies for personality development, through adolescence. Adolescent difficulties are not new or peculiar, but are the result of emotional immaturity originating in childhood deviations, arrests of development, or reversion to earlier stages. The characteristics lie in the curious parallel exhibitions of infantile and adult behavior.—*M. E. Morse* (Baltimore, Md.).

1015. [Various.] The early development of number concepts. *Publ. Scot. Coun. Res. Educ.*, 1942, 20.—[Abstracted review; original not seen.] This is a series of studies of the development of number concepts, including the extent of the child's familiarity with various aspects of number upon entering school. It is indicated that children know more about number than is generally assumed.—*G. S. Speer* (Central YMCA College).

1016. Weil, A. R. What are the wild waves saying? *High Points*, 1942, 24, No. 7, 60-64.—422 high school boys were required to keep a record of the radio programs to which they listened over a typical week end. The top ranking programs were the same ones that obtain top ranking in adult surveys, probably reflecting adult choice of the programs to be heard. Below the top three, choices predominated in mystery thrillers, Winchell's news broadcasts, sport, variety shows, and quiz programs, in that order. Serious music had a good audience except when it competed with sport programs.—*G. S. Speer* (Central YMCA College).

1017. Welch, L., & Long, L. Methods used by children in solving inductive reasoning problems. *J. Psychol.*, 1942, 14, 269-275.—30 children of above average intelligence between 9 and 10 years of age were given picture block tests of Mill's three types of inductive reasoning: method of agreement, method of difference, and joint method of agreement and difference. Children who were able to offer adequate verbal hypotheses or explanations after reaching a criterion of 10 successive correct responses were superior in performance to those able to give only partial explanations. Several subjects failed through centering their attention on irrelevant features. Certain solutions were arrived at by a process of elimination rather than a real understanding of the problem.—*R. B. Ammons* (San Diego).

1018. Wright, M. E. Constructiveness of play as affected by group organization and frustration. *Character & Pers.*, 1942, 11, 40-49.—78 children 3-6

years of age were divided into 18 pairs of strong friends and 21 pairs of weak friends. Frustration was introduced into play situations by a modification of the Barker-Dembo-Lewin technique. The results show that (1) constructiveness and volume of play for both strong and weak friends decreased from free play to frustration, (2) constructiveness decreased with strength of frustration, (3) constructiveness was higher with social play than with solitary play, (4) strong friends showed higher constructiveness than weak friends, especially under frustration, (5) increase in security brought about by social interaction diminished the influence of frustration upon the level of constructiveness, and (6) social stimulation of interpersonal interaction tended to lead to higher constructiveness.—*M. O. Wilson* (Oklahoma).

1019. Young, F. M. Certain social indices in the language of preschool subjects. *J. genet. Psychol.*, 1942, 61, 109-123.—74 nursery school children, 30-65 mos. old, were observed for 6 hours each in normal school situations, and their language behavior was recorded. Subjects were classified as regular boys, relief boys, regular girls, and relief girls, depending on whether government aid was received at home. Response categories were exclamatory words and syllables, non-exclamatory syllables, laughing, crying, affirmation, and negation. Regular subjects and boys displayed more of each kind of behavior than did other groups, except for crying (relief subjects being more frequent criers) and negation (girls surpassing boys). Certain age trends are described.—*D. K. Spelt* (Mary Baldwin).

1020. Young, F. M. Development as indicated by a study of pronouns. *J. genet. Psychol.*, 1942, 61, 125-134.—When the use of pronouns by 74 nursery school children was analyzed, it was found that first person singular pronouns were most common, but subjects referred more often to other persons, situations, and things than to themselves. They did not become less egocentric with age (30-65 mos.). Sex and socio-economic differences were slight, except for possessive pronouns.—*D. K. Spelt* (Mary Baldwin).

1021. Zeligs, R. Glimpses into child life; the twelve-year-old at home and school. New York: Morrow, 1942. Pp. xviii + 442. \$3.00.—Patterns of normal behavior are emphasized in this book of advice and information for parents. The material is gleaned from observations and questionnaire studies of about 300 12-year-olds whom the author has taught in the 6th grade. The first three main sections offer "glimpses into child life in the home, the school and the social world showing how these forces play upon the child. The fourth section deals more specifically with the child as a distinct individual, his interests, desires, dreams and ambitions. The last section consists of tests for parents and children."—*E. B. Mallory* (Wellesley).

[See also abstracts 809, 873, 912, 946, 960, 987, 988.]



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